

Childminder report

Inspection date: 4 August 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy in the childminder's home. They show that they feel safe as they separate easily from their parents. Children's friends greet them at the door ready to play. Children move freely between the indoor and outside play areas. They eagerly choose what they would like to do from the good range of activities and resources set out by the childminder.

Children's physical development and overall well-being are well supported. They laugh as they blow bubbles and chase each other around the outside area. Children adeptly attach doll's clothes to washing lines with pegs. This helps to build the small muscles in their hands in preparation for early writing.

Children behave well and are keen to achieve the high expectations that the childminder has of them. The childminder is an excellent role model. Young children say, 'thank you' and are kind to their friends. When children encounter frustrations, the childminder sensitively steps in to help them to manage their feelings.

Children develop their social skills as they attend regular play groups where they interact with larger groups of children. The childminder recognises that this is particularly important following the COVID-19 pandemic, where children have missed out on social situations.

What does the early years setting do well and what does it need to do better?

- Children enjoy outings to the nearby zoo, where they learn about animals. They say that their favourite animals are snakes and penguins. Outings help children to learn about their community. Children also learn about customs from other cultures. For example, they learn to use chopsticks as they celebrate Chinese New Year. This helps children begin to appreciate the diverse world.
- The childminder knows children well and plans activities based on what they already know and can do. She understands how to sequence children's learning and uses their interests to engage them. The childminder has effective systems to monitor and assess children's progress. She identifies gaps in their learning and puts appropriate support in place to narrow these gaps. Children make good progress in their learning.
- The childminder liaises with health and educational professionals to ensure that children have the correct support in place. She is tenacious in her approach to ensuring that children's individual needs are met.
- The childminder completes mandatory training and some general additional training. However, she does not yet fully focus her professional development on areas that will have the most impact on children.

- The childminder helps children to develop some independence skills in readiness for the next stage of their education. For example, they peel and cut their own fruit at snack time. She discusses healthy eating with them and they begin to develop some healthy habits.
- The childminder reads to children in an engaging manner. She uses interesting vocabulary, such as 'scuttling' and 'scrambled'. The childminder's own pronunciation and grammar is excellent. This means that children hear and practise correct speech consistently. Children's language skills are developing well. They are confident and chatty.
- The childminder's curriculum for mathematics is strong. She builds opportunities for mathematics into all areas of the provision. For instance, the childminder talks about children's apples being cut into 'quarters' as they have their snack. Children count with confidence.
- The childminder has built strong relationships with parents. Parents comment favourably on the progress that their children have made since attending the childminder's provision. The childminder communicates with parents effectively and keeps them updated on what their children are doing and learning. Children visit the library with the childminder and choose books to take home to share with their parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge of safeguarding policy and practice, including keeping children safe from radicalisation and extremism. She understands about county lines and online grooming and helps parents to become aware of these issues. The childminder understands the procedure to follow if she is concerned about the welfare of a child. The childminder keeps the premises clean and secure to ensure children's ongoing safety.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- target professional development opportunities more sharply to have maximum impact on children's learning and development.

Setting details

Unique reference number	EY364385
Local authority	Blackpool
Inspection number	10129082
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	10 March 2016

Information about this early years setting

The childminder registered in 2007 and lives in Blackpool. She operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Johnson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The childminder and the inspector carried out a joint observation of a story time activity.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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