

Childminder report

Inspection date: 10 October 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	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive each day, excited for the experiences and adventure ahead. They are greeted at the door with a new challenge, for example to follow the trail of dinosaurs. This increases children's motivation for learning and, as a result, they make good progress in all areas of learning. Children have trusting relationships with the childminder, who displays warmth and affection. This helps children to feel emotionally secure. During the COVID-19 pandemic, the childminder kept in regular contact with families and provided ideas for activities at home. She did garden visits so the children could see her regularly, while following safety guidelines. As a result, children settled in quickly when they returned back to the setting.

Children are friendly and show kindness towards their friends. Babies show high levels of social awareness as they wave and blow kisses to others. Children's behaviour is good. The childminder has high expectations and makes sure that children understand the rules of the setting. Children follow these rules carefully, which helps them to understand how to stay safe. For example, children do not go in the kitchen and even crawling babies know they must stop at the doorway.

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

- The childminder offers children plenty of opportunities to learn about their local community and to develop their social skills in different situations. For example, she takes children swimming and to the beach. Parents appreciate that the childminder takes their children to different places of interest. This helps to broaden their first-hand experiences.
- Children freely access books throughout the day. They listen intently when the childminder reads the story, 'That's not my Penguin.' Children hear new words such as 'fluffy,' 'rough' and 'antlers' and learn about their meaning. This widens children's vocabulary and fosters a love of reading, which supports their early literacy skills.
- Children are independent learners. Older children take responsibility for their own care needs, including handwashing and buttering their toast at snack time. Younger children help to tidy away toys, which helps them to learn how to look after their environment.
- The childminder tailors settling-in sessions to meet children's individual needs. She works in partnership with parents to find out about children's care routines, dislikes and interests. Children's emotional well-being is given the utmost priority.
- The childminder plans a wide variety of interesting and fun activities for the children. As a result, children start to progress well from the moment they enter. However, some group activities are not always sharply focused on each child's individual needs and stage of development, to ensure children receive the right

levels of challenge.

- The childminder promotes healthy lifestyles. She provides children with nutritious home-cooked meals and fruit for snack, which they enjoy. The childminder says, 'The more colour on the plate, the better!' Children collect apples from the tree in the garden and learn about how the fruit grows. This supports children's understanding of where food comes from.
- Children benefit from regular rhyme-time sessions and music classes. They take part in a weekly 'show and tell time', where they talk to their friends and adults about a favourite item from home. This supports children's confidence and their communication and language skills.
- The childminder recognises the importance of promoting children's physical development. Children who are learning to walk are encouraged to stand and are supported to use things around them to practise walking. Older children use their fingers to peel stickers and gems from the backing paper to make their own crowns. These experiences support children to develop their physical skills.
- The childminder reflects on her practice and considers how she can make changes to benefit children. She recognises the impact of COVID-19 on children's developing social skills. As a result, she intends to undertake training to develop her knowledge of supporting speech and language development.
- Children demonstrate perseverance when completing puzzles and jigsaws. They show pride in their achievements, smiling and proudly saying, 'I did it.'

Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is secure and well organised. She has detailed policies and procedures which she implements to help ensure the smooth running of her provision. The childminder keeps her safeguarding knowledge up to date. She knows the signs and symptoms that might indicate a child is at risk of harm. Play environments are clean and children learn how to tidy away toys to keep the environment free from trip hazards. Risk assessments are in place for outings and children learn how to keep themselves safe. For example, they know that they must hold on to the pushchair when out walking.

What does the setting need to do to improve?

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

- consider how to differentiate group activities to fully benefit children's varying ages and stages of development.

Setting details

Unique reference number	EY366119
Local authority	Lancashire
Inspection number	10235166
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	0 to 2
Total number of places	3
Number of children on roll	3
Date of previous inspection	16 January 2017

Information about this early years setting

The childminder registered in 2007. She lives in Poulton-le-Fylde. The childminder operates between 8am to 5.30pm, Monday to Thursday, during term time, except for bank holidays and family holidays. She holds an early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lisa Oakley

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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