

Childminder report

Inspection date: 20 July 2023

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 develop close and trusting bonds with the childminder. It is clear that the dedicated childminder is committed to supporting children and their families. Detailed information about children's abilities, likes and dislikes is gathered on entry. The childminder uses this information, alongside her knowledge of children's interests, to help develop an interesting and ambitious curriculum. Children settle well and are ready to begin learning from the outset.

Children confidently explore interesting and attractively presented resources. They are encouraged to make decisions about their play. The childminder has a good understanding of what children need to learn next. She skilfully uses children's chosen play to teach key skills that children later practise and refine. For example, as children stack coloured blocks, the childminder talks about the different colours. This leads to children independently sorting different-coloured objects and proudly demonstrating how they have remembered what they have been taught.

Children demonstrate that they feel safe and secure in the childminder's home. They are aware of the high expectations that the childminder has for them. Children welcome visitors and treat everyone with kindness and respect. They encourage the childminder to join their play as a playful partner. Children behave incredibly well for their age.

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

- The childminder continually observes and assesses children's progress. She has a sound understanding of how children learn and develop. The childminder knows what children need to learn next in order to make continued good progress. She sequences children's learning effectively, introducing new skills when children are ready. Children engage well in their learning. As a result, they make good progress over time.
- Children's communication, language and social development are given high priority. The childminder is aware that some children need to build their confidence in different social situations. She provides a wide range of opportunities for children to meet and interact with others at a variety of different local settings. Outings such as these also help children to develop a greater understanding of the community in which they live.
- Children enjoy selecting their favourite books. They climb on the childminder's knee to look at the pictures as they listen to the story. The childminder encourages children to turn the pages and describe what they see. She asks questions and introduces new words. For example, while looking at books about animals, children are encouraged to pronounce words such as 'hippopotamus'. They giggle with delight as they attempt to say new words. This helps to extend

children's developing vocabularies.

- Children count with confidence, measure and are beginning to recognise shapes. Opportunities to develop children's mathematical skills are plentiful. Children are eager learners who like to explore. However, occasionally, the childminder does not give children time to think and try out their ideas. Sometimes, she offers her help too quickly when children are faced with problems. This means that children do not always have the opportunity to develop their critical-thinking skills to the fullest.
- Parents speak highly of the quality of the service that the childminder provides. They value daily conversations and regular updates about children's progress. The childminder shares ideas of activities parents may try at home to enhance their child's learning further. Furthermore, the childminder shares important safety information with parents. For example, parents receive safer sleeping guidance to help keep their children safe at home. This helps to ensure a consistent approach to children's care and learning.
- The childminder seeks the views of children and parents when considering changes to enhance her practice. She is committed to continually improving her practice. The childminder attends all mandatory training. She carefully prioritises further professional development in order to enhance her skills and knowledge further. For example, recent training on how to support babies has been used to refresh the childminder's already good knowledge of caring for very young children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard and protect children from harm. She can identify signs which may suggest a child is at risk of abuse or neglect. The childminder knows how to refer any concerns to the relevant authorities in order to ensure that children are protected. She attends regular safeguarding training to help ensure that her knowledge remains up to date. The childminder carries out daily risk assessments to help to ensure that her home remains a safe place in which children can play. She holds a current paediatric first-aid qualification. This means that she knows how to respond in the event of an accident occurring.

What does the setting need to do to improve?

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

- give children time to try out their ideas and solve their own problems as they arise so that they may develop their critical-thinking skills to the fullest.

Setting details

Unique reference number	EY366288
Local authority	Lancashire
Inspection number	10289529
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	6
Number of children on roll	4
Date of previous inspection	28 November 2017

Information about this early years setting

The childminder registered in 2008 and lives in Penwortham, Lancashire. She operates all year round from 8am to 4.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Denise Farrington

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector discussed how the curriculum is arranged to support children's learning.
- The inspector observed activities in the childminder's home.
- The childminder and the children spoke with the inspector at appropriate times during the inspection.
- Parents' views were considered during the inspection.
- The inspector reviewed the childminder's safeguarding policy and evidence of her paediatric first-aid qualification.

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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