

Childminder report

Inspection date: 7 February 2024

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 have fun and clearly enjoy the time they spend with the kind and caring childminder. They demonstrate that they feel happy, safe and secure. The childminder has created an extremely inviting home-from-home environment for children. Flexible settling-in arrangements help children to settle quickly. The childminder has developed warm and trusting relationships with children. As such, children are ready and motivated to learn. Children greet the inspector with smiles and confidently tell her their names and ages. They are excited to share their news and communicate and express their thoughts and ideas well.

The childminder has clear intentions for the curriculum and the activities she provides. She demonstrates a strong awareness of what she wants to teach children and how to differentiate experiences according to age and ability. For example, she describes the importance of focusing on physical development and communication skills for younger children and ensuring older children become ready for school. The childminder supports children to develop essential skills, such as confidence, resilience, self-care and independence. Through the childminder's successful implementation of the curriculum, children build on what they already know and can do. They make good progress from their starting points and are keen and motivated to learn.

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

- Children behave well for their age. They demonstrate impeccable manners, saying please and thank you with little prompting required from the childminder. Children play collaboratively together and are learning to share and to take turns. They comment that 'team work makes the dream work,' as they construct ramps for the vehicles using cardboard and tape. Older children sensitively involve their younger friends in their play and help them to complete tasks.
- Children learn about the importance of leading a healthy lifestyle. For example, the childminder recognises when children may feel anxious about visiting the dentist. She creates opportunities for children to discuss their experiences and uses props and stories to reinforce their understanding and offer reassurance. Children benefit from healthy snacks and meals. They are encouraged to drink water throughout the day and engage in energetic play.
- Children demonstrate impressive self-care skills and independence. They instinctively know that they must wash their hands before eating and do so with high levels of competence. They confidently explain that they must remove the 'germs'. Children help to prepare fruit for snack. They skilfully chop bananas, strawberries, raspberries and melon, relishing the responsibility they are given. The childminder praises children for their efforts, which helps to create high levels of emotional well-being.

- Children develop a good understanding of early mathematical concepts. As children play, the childminder models mathematical language, such as longer, taller, more and less. Children use numbers as they play. They count how many objects they have at the construction table and recognise shapes, including circle, triangle and square.
- The childminder makes the most of spontaneous teaching opportunities and recognises children's emerging interests. For example, she immediately responds when children say that they want to write their name. The childminder sounds out the letters from children's names. However, she does not always pronounce the letter sounds correctly. As a result, children repeat incorrect letter sounds as they develop their writing and literacy skills.
- The childminder works well in partnership with parents to meet children's individual needs. She uses daily diaries and continuous discussions to ensure parents are kept informed about their child's care and learning. However, the childminder does not routinely communicate with staff at other early years settings that children attend, to share information about their development.
- The childminder is knowledgeable and passionate about her work with children. She engages in continuous reflection and seeks the views of parents to help ensure that she provides high levels of care and education. Furthermore, the childminder undertakes a variety of professional development opportunities. These have a positive impact on the children that attend.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop an awareness of how to model letter sounds correctly
- strengthen partnerships with other early years settings that children attend to foster effective ways to share information about children's learning and development.

Setting details

Unique reference number	EY368357
Local authority	Lancashire
Inspection number	10311784
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	1 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 April 2018

Information about this early years setting

The childminder registered in 2008. She lives in Chorley, Lancashire. She operates all year round, from 8.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Karen Cox

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector and childminder observed an activity together.
- 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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