

Childminder report

Inspection date: 5 February 2025

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

The childminder creates a safe and secure environment where children feel welcomed and valued. Events, such as children's birthdays, are celebrated. Photos of children and their families are displayed in the setting. This helps children to develop a sense of belonging. The childminder is passionate about supporting children to become independent and confident learners. Children understand when the bell rings, it is time to tidy up. They contribute to the tidying up with their peers. Routines are well embedded.

Children are motivated to learn. The childminder knows all children's abilities and is skilful in differentiating activities to meet children's individual learning needs. For example, older children show confidence as they independently write their own name during a literacy activity. Younger children show an interest in early reading skills in the same activity. All children demonstrate a positive attitude to learning.

Children enjoy nutritious snacks, such as strawberries and bananas. The childminder uses snack time to introduce new foods. For example, some children taste mango for the first time. This encourages children to develop an understanding of healthy habits. Children independently wash and dry their own hands before meals. Older children are confident in their self-care skills, such as putting on and zipping up their own coats. These opportunities help to prepare them for their next stage of learning.

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

- The childminder implements a well-balanced curriculum that is tailored to meet all children's needs. She provides a balance of adult-led activities and child-led play to meet children's next steps in learning. The childminder knows what motivates children to learn. All children make good progress from their starting points.
- The childminder gathers relevant information from parents when children first start at the setting. She uses this information to build on what children already know and can do. These effective partnerships help to maintain consistency in building on children's individual next steps.
- The childminder plans activities to reflect various cultural festivals and seasonal celebrations. For example, children have created their own craft lanterns during Chinese New Year celebrations. However, opportunities for children to gain knowledge about similarities and differences between themselves and others during everyday activities are not yet fully developed. This limits children's understanding of life in modern Britain.
- Children behave well and play together cooperatively. There are consistent boundaries in place, such as not crossing the gate when it is closed. Children

respect the rules and wait patiently for an adult to open the gate. Children are supported through activities to develop their turn-taking skills. This helps children to develop skills that contribute to them becoming respectful members of society.

- Alongside her own development, the childminder helps any assistants she works with to actively seek to learn new skills and keep up to date with current information. She regularly attends webinars and is a member of online networking groups. The childminder welcomes feedback from other professionals, such as the local authority early years advisers. This contributes to the good-quality care and education children receive.
- Opportunities for children to develop their physical skills are plentiful. Children access daily outdoor activities, such as basketball and riding bikes. This helps to develop children's large muscle skills. Indoors, children use wall boards with locks and switches to develop their fine motor skills. This strengthens children's finger muscles and prepares them for early writing.
- The experienced childminder has a secure understanding of child development and the importance of good communication and language skills. Therefore, she provides lots of engaging opportunities for children to practise their speaking and listening skills. Language-rich activities, such as singing and sharing stories, are thoroughly enjoyed by children. Children are quickly learning new words.
- Parents share positive feedback on the childminder's setting. They describe the setting as a 'nurturing environment'. Parents are happy with the progress their children make during their time with the childminder. They are kept informed of their children's activities and care needs through daily communication. The childminder also shares key learning points from the day via a parents' noticeboard. This supports parents to continue children's learning at home.

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:

- strengthen opportunities for children to learn about the similarities and differences between themselves and others.

Setting details

Unique reference number	EY369423
Local authority	Lancashire
Inspection number	10372507
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	8
Number of children on roll	12
Date of previous inspection	24 April 2019

Information about this early years setting

The childminder registered in 2008 and lives in Leyland. She holds a relevant qualification at level 3. The childminder operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. The childminder offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Jade Patten

Inspection activities

- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The childminder and the inspector carried out a joint observation.
- The inspector observed the quality of the interactions between the childminder, her assistant and the children and assessed the impact of these on the children's learning and development.
- The inspector took account of parents' views from their written feedback.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.

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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