

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

The childminder has created a nurturing and welcoming environment for children. Children arrive happy and eager to start their day. They develop secure attachments with the childminder, who meets their individual needs well. The childminder provides consistent and responsive care for children, which supports a close and trusting relationship.

The childminder has developed a curriculum that carefully considers children's interests. This is further supported by her environment that encourages children to explore and investigate. The childminder exposes children to a variety of language through songs, rhymes and books. Children enjoy lots of one-to-one time where they engage in frequent interactions with the childminder. Children become absorbed in their play. They enjoy books independently. Children chat to themselves about what they can see on the pages. They spot a mouse and sing 'Hickory Dickory Dock'. Children revisit previous learning and build on what they already know. They develop a love of books.

Children develop their understanding of the childminder's high expectations for behaviour. As a result, relationships are respectful between the children. Children play together with the bricks and build a tower. They are praised for taking turns and sharing the bricks. Children respond to the childminder's instructions and know the routine well. The childminder offers children lots of praise and encouragement. Children develop their self-confidence and begin to learn the difference between what is right and wrong.

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

- The childminder has developed an ambitious curriculum that considers all areas of learning. She has identified what she wants children to achieve when they move on to the next stage in their education. The curriculum is sequenced through each of the age groups. The childminder considers what children already know and can do when she offers new learning. This supports children to make progress in all areas of learning.
- The childminder frequently reflects on her practice and how she can improve the provision for children. She has accessed training to further develop her skills and knowledge, particularly around the curriculum and how her practice meets the areas of learning for children. The childminder has also received support from the local authority. As a result, the quality of teaching and learning has improved since the last inspection.
- Children show a positive attitude to learning. They are happy and busy as they engage themselves in learning. Children learn to interact and take turns as they play. The childminder supports children to develop an understanding of their

feelings. For example, when children's mood changes and they need comfort, the childminder explains that they may feel tired or hungry. Children are beginning to learn about their own feelings and how these can change.

- Children's personal needs are well met. The childminder is responsive to their likes and dislikes and works closely with parents to ensure consistency in their care. Children's well-being is very well supported because the childminder understands their needs and swiftly acts to meet them. Children feel listened to and will seek support from the nurturing childminder when they need help. This builds their confidence as they develop new skills and increase their independence.
- The childminder follows the children's lead during their play. However, sometimes, children can be absorbed in play and the childminder can interrupt them by singing and asking multiple questions. In addition, the childminder does not always allow children the time they need to process these questions to give a response. As a result, children can disengage from the activity and move on to something else.
- The childminder uses regular assessments, such as the progress check for children aged between two and three years, to monitor children's progress over time. She understands how to ensure that children with special educational needs and/or disabilities receive appropriate support and works closely with parents and other professionals to ensure that this is in place. This provides all children with high-quality support to make the progress they are capable of.

Safeguarding

The arrangements for safeguarding are effective.

The provision is well maintained. Risk assessments are carried out daily to ensure that the home is safe and secure for children. The childminder has a good knowledge of how to safeguard children. She understands the signs and symptoms that may indicate a child is at risk of harm. The childminder also demonstrates knowledge of the procedures to follow to raise concerns about the safety or welfare of a child. She understands whistle-blowing procedures and the action to take if an allegation is made against her or anyone living or working in the home.

What does the setting need to do to improve?

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

- develop further understanding of effective strategies that support children's early communication skills
- strengthen understanding of the different ways that children learn, to provide education that values children's uninterrupted time to play.

Setting details

Unique reference number	EY373749
Local authority	Lancashire
Inspection number	10260658
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 2
Total number of places	3
Number of children on roll	2
Date of previous inspection	21 September 2022

Information about this early years setting

The childminder registered in 2008 and lives in Fulwood, Preston. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Burgeen

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and the children.

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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