

Childminder report

Inspection date: 12 March 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder is very encouraging and responsive towards children. She sits with the children and interacts with them as they play. Young children reach out their arms for a cuddle and sit on the childminder's knee to play with the toys. Children appear settled and safe in the childminder's care. The childminder encourages good manners. Children are polite, and they say 'please' and 'thank you' to the childminder and to each other. The childminder is generous with the praise she gives to the children, which gives them a sense of pride in what they have achieved. The childminder encourages the children to take turns and to consider the needs of their friends, including children who are younger. Children behave well and demonstrate caring behaviours.

The childminder has a strong focus on outdoor learning. She ensures that children have time and space to explore her outside environment. The childminder shares children's joy and their awe and wonder of the world they live in. The array of equipment and activities interests children and helps them to be independent and motivated learners. Older children talk positively about their skills and achievements. They recall what they have learned and what they are learning more about. The childminder's curriculum promotes positive attitudes to learning.

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

- The childminder has a clear understanding of what she wants children to learn. She plans and implements a broad and interesting curriculum based on children's interests and next steps in learning. The childminder monitors children's development meticulously. She implements targeted support, when necessary, to help children make good progress from their individual starting points. All children are well prepared for the next stage in their learning.
- Parent partnership is strong. Parents are fully involved in and updated about their children's care and development. Parents provide positive feedback about the care and education that the childminder provides to children and their families. They are helped to continue with and extend children's learning at home. A consistent approach between home and the childminder's is adopted, which helps children to make good progress.
- The childminder supports children's communication and language well. For example, she repeats words back to toddlers to gently support their pronunciation. She models new words, such as the colours of the wooden eggs in the basket, and children later repeat these back independently. Children enjoy story sessions and singing. These activities help children to be confident communicators.
- The childminder supports children to develop their small-muscle control. Children refine these as they use pencils to draw and scissors to snip. Children enjoy

kneading and rolling dough. This helps to develop their precision, control and hand-to-eye coordination needed for early writing.

- The childminder supports some aspects of mathematics well, through children's play and exploration. For example, they have lots of fun making bread. Children enthusiastically knead the dough with their hands and scoop up flour with a spoon. The childminder joins in their play and introduces numbers and counting. However, she does not always introduce mathematical concepts, such as capacity and weight, to deepen their understanding of early mathematics.
- The childminder promotes healthy lifestyles by prioritising children's physical well-being. Daily routines include outdoor play in the well-resourced garden and nature walks. They have grown pumpkins in the childminder's community 'piggy park' allotment. The childminder prepares nutritious meals with the produce the children grow, catering to individual dietary needs. This helps children to learn about where food comes from and the things we need to do to stay healthy.
- The childminder provides a broad range of social experiences for children. For example, they enjoy joining in with activities at local knitting clubs and in playgroups. This supports children to grow in confidence in a range of different situations and with different generations. Children develop a good understanding of the wider world.
- The childminder is reflective about the service she provides. She sources appropriate professional development opportunities to support her interest in children's development. She meets with other childminders to share ideas, good practice and updates. This helps the childminder to plan for children's learning and improve her provision to benefit children.

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:

- extend the curriculum for mathematics, to help broaden children's mathematical language and deepen their understanding of relevant mathematical concepts.

Setting details

Unique reference number	EY375316
Local authority	Lancashire
Inspection number	10311989
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	17 April 2018

Information about this early years setting

The childminder registered in 2008 and lives in Blackburn, Lancashire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three-, and four-year-old children.

Information about this inspection

Inspector

Suzy Marsh

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 provider.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents shared their views of the childminder with the inspector.
- The inspector and the childminder carried out a joint observation of a planned activity.
- Children communicated with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024