

Childminder report

Inspection date: 15 March 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 are safe and happy in the childminders care. Despite some children being new, they are very settled. The childminder is naturally kind and nurturing. She has lovely interactions with children. This helps children to feel secure and promotes their emotional well-being. The childminder role models good manners and teaches children about the importance of sharing and turn taking. Children follow the daily routine confidently. They understand what is expected of them and behave well.

On the whole, the childminder provides a balanced curriculum. She plans some activities that help children to acquire new skills and make progress. The childminder promotes children's communication and language development well. She talks to children a lot and engages them in songs and rhymes. The childminder helps children to remember key parts of songs by using actions and prompts. Babies babble confidently and begin to use single words. Older children chat and use words and phrases that are familiar to them. Children are becoming confident communicators. They tell the childminder when they are hungry and make clear requests about what they want to eat.

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

- The childminder plans a broad curriculum that covers the different areas of learning. She understands how to identify what children need to learn next and includes this in her activities. However, she has not yet considered how to adapt her curriculum further to support younger children more consistently. This means there are occasions when younger children do not engage fully in purposeful learning.
- Children's literacy development is supported well. Children access a range of different books, both with the childminder and independently. Younger children enjoy the different sensory pages and hear words that describe what they are feeling. Older children eagerly point out different pictures and use words they are familiar with. The childminder is helping children to develop a love of books and promoting skills they need for school.
- Children are beginning to develop some independence skills. The childminder teaches older children unique ways to learn to put their own coats on. Children are motivated to put on their own wellington boots and check in with the childminder to ask if they are on the correct feet. The childminder offers verbal prompts to help children succeed which boosts their self-esteem and attitude to learning new skills. However, the childminder has not considered how to adapt the environment to allow younger children the opportunity to explore more freely, this hinders their learning experiences.
- The childminder helps children to develop their recognition of different shapes. Children remember the names of shapes they are familiar with and use their

problem-solving skills to fit them together, making 'houses' and 'shops'. The childminder extends children's knowledge by introducing new shapes, such as 'rectangle'. This helps to broaden children's vocabulary and enhances their mathematical development.

- The childminder supports children to learn about leading a healthy lifestyle. Children receive healthy foods and snacks and are encouraged to drink lots of water. They follow good hygiene routines and learn about the importance of reducing the potential spread of germs. The childminder takes children on outings to the local exercise park to build their large muscle strength and physical skills. This contributes to children's overall good health.
- Parents are happy with the quality of care provided. The childminder collects information about children when they first start to help her get to know their individual needs and interests. She provides parents with updates about children's ongoing development and ideas of how learning can be extended at home. This helps to provide continuity in children's care and learning.
- The childminder ensures that she completes all mandatory training and keeps up to date with current legislation. However, she does not focus her professional development sharply on developing her skills and knowledge further. Consequently, there are some minor weaknesses in the quality of education.

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:

- adapt the curriculum more precisely for younger children to help them engage consistently in purposeful learning
- provide more opportunities for younger children to explore the environment independently
- strengthen the programme of professional development to develop skills and knowledge further.

Setting details

Unique reference number	EY376028
Local authority	Lancashire
Inspection number	10317166
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	21 May 2018

Information about this early years setting

The childminder registered in 2008 and lives in Leyland, Lancashire. She operates all year round from 7.45am to 5.45pm, Monday, Wednesday, Thursday and Friday, except for bank holidays and family holidays. The childminder provides funded early education for two and three-year-old children.

Information about this inspection

Inspector
Kayte Farrell

Inspection activities

- This was the first routine inspection the provider 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 childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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