

Childminder report

Inspection date: 4 October 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

The childminder places children and their families at the heart of everything she does. Children form very strong, caring and nurturing bonds with the childminder. They trust 'Aunty Jenny' and demonstrate that they feel safe and secure in her care. The childminder gathers detailed information from parents when children first start to attend. She uses this effectively to help ensure that children's unique needs are met from the start.

The childminder has a good understanding of how children learn and develop. Overall, she uses this knowledge alongside children's interests to plan a broad and interesting curriculum. The childminder understands how to sequence children's learning. For example, she knows that children need to experience opportunities to strengthen the muscles in their hands before being ready to begin writing. She provides lots of opportunities for children to use tools and manipulate materials to help them develop greater control over their hands. This helps to prepare them for early writing.

Children understand the high expectations the childminder has for them. They are respectful of the childminder and welcome her into their play. Children are encouraged to share and use good manners when requesting things. They receive an abundance of praise and understand how to behave well.

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

- The childminder is clear in what she intends children to learn. Overall, she plans the curriculum to help children acquire the skills they need to develop to be successful learners in the future. Children are encouraged to be curious and independent learners. That said, opportunities for children to enhance their learning through the safe use of technology have not been fully explored.
- The childminder places songs, stories and rhymes at the heart of her curriculum. Children confidently recall their favourite stories and join in with expression as they share books with the childminder. They remember the sequence of the story and use different voices when acting as the characters. In addition, children have an impressive repertoire of favourite songs and delight in singing as they play. Opportunities such as these contribute to children's impressive communication and language skills.
- The childminder encourages children to think and solve their own problems as they play. She encourages children to be curious and to work things out for themselves. For example, when pretending to bake sausages, children cannot fit the tray into the toy oven. The childminder encourages them to persevere and manoeuvre the tray until it fits. This helps to develop children's problem-solving skills and resilience.

- The childminder talks to children as they play. She asks thought-provoking questions in order to enhance children's learning further. Furthermore, the childminder introduces new and interesting words during conversations with children. For example, while talking about different fruits at lunchtime, she introduces the word 'pomegranate'. Children have fun attempting to pronounce the word. The childminder suggests they may like to accompany her to the shops to purchase one. Hearing new words such as this, helps to extend children's developing vocabularies.
- The childminder provides a wide range of opportunities that children may otherwise not experience. For example, children enjoy trips to the farm, the museum and other places of natural beauty. They regularly enjoy trips within the local community. This helps to develop children's understanding of the world in which they live.
- The childminder understands the benefits of effective partnership working. She shares information about children's progress with parents and any other settings involved in children's learning and development. Parents feel well-supported. They value the ideas and suggestions provided by the childminder to help them contribute to their child's learning at home. This helps to provide a consistent approach to children's learning and development.
- The childminder reflects on the quality of service she provides. She carefully targets her professional development to enhance her own skills in support of the children she cares for. For example, recent training in speech and language development has enabled the childminder to effectively support children who may need a little extra help. This approach helps the childminder to address any emerging gaps in children's learning as they arise.

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:

- support children to develop their understanding of technology and how it can be used safely, to further enhance their learning.

Setting details

Unique reference number	EY378093
Local authority	Lancashire
Inspection number	10354698
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	1 November 2018

Information about this early years setting

The childminder registered in 2008 and lives in Burscough, Lancashire. She operates for 48 weeks per year from 7.30am to 6pm from Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Denise Farrington

Inspection activities

- 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 the childminder jointly evaluated an activity and discussed children's learning.
- The inspector took account of the views of parents during the inspection.
- Children spoke to the inspector about what they enjoy when attending the setting.
- The childminder provided a sample of 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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