

Childminder report

Inspection date: 8 June 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder is passionate about children's learning. She uses her extensive knowledge and experience to plan and provide an enabling curriculum, where children flourish. Children are happy learners. They excitedly explore as they decide what to play with. Children are highly independent. They make choices about what to do next. Children have a wealth of challenging activities to choose from, so they are always busy. The childminder skilfully builds children's communication and language. For example, children sing songs, such as 'Five currant buns'. They then ask for more songs. The childminder talks to the children about animals. The children have fun while deepening their learning.

Children listen and follow instructions exceptionally well. The youngest children join in tidy-up time, ready for the next activity. They confidently tell the childminder what they want to do next. When children ask to go outside, the childminder listens and responds enthusiastically to them. Children's behaviour is excellent. They are kind and patient and learn how to be considerate to their friends. The childminder sensitively supports children to work out how to take turns when playing. Children know that the childminder listens to their ideas. As a result, they develop high levels of self-esteem. Children are exceptionally well prepared for the next stage of their education.

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

- The childminder rigorously assesses what children know and can do. She plans an extremely well-sequenced curriculum that considers the specific needs of each child. The childminder expertly identifies the individual talents and interests of all children. She uses her extensive knowledge of the children to plan exciting and enriching experiences linked to their interests. For example, when visiting a local zoo, the childminder takes the time to ensure that the children discuss what they might see and hear before each visit. As a result, children are inquisitive and ready to learn.
- Assessments of children's learning are extremely detailed and insightful. The childminder swiftly identifies when children may need extra support. She gives children opportunities to practise appropriately challenging skills. For example, younger children develop greater strength in their hands and fingers when moulding, patting and pressing dough. Older children relish challenge as they come up with ideas to solve problems, such as when there is not enough dough for everyone. They count with numbers in order when measuring ingredients and make predictions about what will happen next. Children remain deeply engrossed in their learning. They continually enjoy and achieve.
- The childminder has a strong focus on literacy skills. Children develop a love of books as the childminder reads to them regularly. She has excellent enthusiasm

when reading to the children and chooses age-appropriate, high-quality texts to engage the children. Children listen intently, joining in with the story. They recall and finish sentences before the childminder reads the words. Children enjoy learning more about the things that interest them, such as birds and how to grow and care for plants. They remember that plants need water and sunshine to grow. Children are developing excellent literacy skills.

- Children have exciting opportunities to develop an understanding of the world and are given ample opportunities to explore the local community. Children travel to the beach to climb sand dunes, visit the local library, markets, local country house with woodland and harvest home-grown vegetables. The childminder has identified the importance for children to be able to interact with others outside of her home. She takes them to playgroups, so children can build on their social skills.
- The childminder's care practices are highly effective. Children know how to wash their hands at a sink that is adapted for their height. The youngest children feed themselves with confidence. Children make choices about what they eat and say 'please' and 'thank you' politely when offered a healthy lunch. This supports children to understand how to keep themselves safe and healthy.
- Parents are exceptionally positive about the experiences and opportunities children receive with the childminder. Parents report that daily communication from the childminder helps them to support their children at home. Parents talk positively about the childminder's settling-in process, which has supported their children to settle quickly. They also explain that the children really enjoy the planned trips out into the local community. Excellent relationships with parents enable the childminder to fully support all aspects of the children's emotional development.
- The childminder is extremely passionate about child development. She conscientiously pursues training opportunities to continually improve the quality of her practice. She is highly reflective and has an ambitious vision for the setting. She uses her knowledge from training, and this has a hugely positive impact on the learning of all of the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her role and responsibilities for keeping children safe. She keeps her knowledge up to date by attending training, such as on the 'Prevent' duty and data protection. She is fully aware of safeguarding procedures and knows how to report a concern and where to seek advice. The childminder takes action to identify, minimise or remove risk to keep children safe in her home and on trips. She teaches children safety routines so that they learn to risk assess for themselves. The childminder ensures her first-aid training is up to date.

Setting details

Unique reference number	EY379643
Local authority	Lancashire
Inspection number	10276423
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	6
Number of children on roll	4
Date of previous inspection	14 July 2017

Information about this early years setting

The childminder registered in 2008. She operates all year round from 8am to 5pm, Tuesday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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 her evaluation of the setting.
- Discussions were held with the childminder and children at appropriate times throughout the inspection.
- A learning walk was completed with the childminder to discuss the curriculum intent and how the provision is organised.
- The childminder and the inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including qualifications, evidence of the suitability of adults living in the household, the first-aid certificate and policies and procedures.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching on children's learning.
- Parents shared their views through written comments.

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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