

Childminder report

Inspection date: 26 February 2025

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 happy and safe in the care of the childminder. They engage in activities and independently select what they want to play with from a wide range of resources. The childminder takes children to toddler groups, 'read and rhyme' sessions at the local library and song-time sessions. These give children opportunities to socialise with other children, learn how to take turns and share and develop their skills in communicating with others. The childminder provides older babies with space to practise cruising along low-level furniture and pull themselves up. Children practise their fine motor skills and hand-eye coordination, such as by scooping cereal and messy play resources, using tweezers and threading items. This helps to develop their physical skills.

The childminder has good routines and boundaries in place. This helps children to know what is expected of them and what is happening next. She promotes children's positive behaviour by offering praise and encouragement. The childminder celebrates festivals and events that are special to the children in her care. For example, they explore Pancake Day, Easter and Christmas and learn about other special events in the world. This helps children to learn about and respect other cultures.

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

- The childminder plans a curriculum that is based on children's interests. She completes 'all about me' booklets with parents when children first start, which feed into her baseline assessments. This, alongside her own observations, helps her to identify children's interests and plans opportunities to move their learning forward.
- The childminder plans opportunities for children to practise their learning and develop their knowledge. However, when planning adult-led activities, she does not focus precisely on what individual children need to learn next. As such, not all children benefit from bespoke activities, which are tailored to their next steps in learning.
- The childminder models a narrative to children's play and introduces them to new words. She extends children's vocabulary and provides opportunities for them to ask and answer questions. This supports and encourages children's communication and language through conversation.
- The childminder takes children on nature walks, where she teaches them about seasonal changes. Children visit the zoo and have adopted a sheep with the childminder. The childminder uses these opportunities to help children to learn about the animals, what they look like, where they live and what they eat. This helps children to develop an understanding of nature and to learn about features of the world.

- The childminder encourages children to learn to recognise and understand more about their emotions. She uses pictures and feelings books to help them to identify and talk about how they are feeling and how they can help each other. This helps children to develop their personal, social and emotional skills and learn about regulating their feelings.
- The childminder completes reports, such as the progress check when children are aged between two and three years and regular checks, to help monitor children's progress and identify any gaps in their learning. When she notes any gaps or concerns, she speaks initially with parents before making the relevant referrals to other agencies, such as health or speech and language therapy services, for further assessment and intervention. This helps to ensure that children receive the best care and support to help with their needs and development.
- The childminder provides parents with regular updates on their children's learning. She assesses children's learning to help her to identify their progress and any gaps in their learning. The childminder shares this information with parents and suggests ways in which they can support their children's learning at home. This helps to provide a coordinated approach to children's learning.
- The childminder has completed mandatory training in paediatric first aid, safeguarding and child protection. However, the childminder has not accessed any recent professional development to further extend her knowledge and skills to enhance children's learning experiences.

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:

- plan adult-led activities more precisely to focus on what individual children need to learn next
- focus professional development to help identify and plan specific opportunities to enhance children's learning.

Setting details

Unique reference number	EY383015
Local authority	Blackpool
Inspection number	10368368
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	18 March 2019

Information about this early years setting

The childminder registered in 2008 and lives in the Bispham area of Blackpool. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Michelle Highcock

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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