

# Childminder report

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Inspection date: 3 January 2025

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

## What is it like to attend this early years setting?

### The provision is good

The childminder fosters a warm, welcoming and homely environment, where children feel happy, safe and confident in her care. By drawing on her understanding of each child's personality and preferences, she tailors activities to support their individual development. She plans her curriculum well and ensures that activities are planned with children's interests in mind. For instance, she enhances children's social skills by arranging regular outings to local playgroups and play centres, providing opportunities to interact with people from a variety of backgrounds.

Children are Independent in their play. They make confident choices and follow the daily routine with ease. They have formed strong, positive relationships with both their peers and the childminder. Children readily seek comfort from the childminder, who offers a warm, nurturing presence. For example, when a child feels upset or tired, they naturally turn to her for reassurance and support. Children understand rules and boundaries, such as helping to tidy away the toys when needed and how to be kind to others. This is because the childminder sets clear expectations for children's behaviour. The childminder recognises children's achievements and praises them for their efforts, to boost their self-esteem. This helps children feel valued and involved during their time at this setting.

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

- Children are developing a strong love of books. They eagerly bring books to the childminder, who reads them with enthusiasm. Through thoughtful and engaging questioning, she consistently extends their knowledge and vocabulary. As children discuss the characters and point to pictures that capture their attention, they make connections to their own experiences, further supporting the development of their early literacy skills.
- The childminder is dedicated to her professional development, continually seeking to enhance her knowledge and skills. For example, she has completed extensive training to better support children with special educational needs and/or disabilities and to strengthen the implementation of her curriculum. This ensures it meets the needs of all children effectively.
- The childminder gathers important information from parents before new children start, ensuring children feel safe and secure in her care. For instance, she closely follows the care routines that very young children have at home. As a result, all children display confidence and comfort in the childminder's home.
- The childminder uses children's interests and different themes to plan a curriculum that is engaging. She uses observations and assessment to monitor children's progress. However, at times, the planning of learning experiences is not always ambitious enough to fully enhance children's learning. For example,

some planned activities are too broad and do not always focus precisely on what children need to learn next.

- Children learn about leading healthy lifestyles. The childminder talks about healthy food choices and why this is important. They taste vegetables then plant seeds in small pots. This helps children to learn about healthy life choices.
- Children of all ages typically play in a calm and gentle manner. However, when minor disagreements arise, the childminder occasionally intervenes too quickly to resolve the issue. She does not give children time to apply behavioural strategies they have learned. This limits their chance to navigate small conflicts cooperatively and develop problem-solving skills.
- Children are encouraged to try new foods in a supportive and engaging way. They carefully use tools to cut fruit and create their own fruit kebabs. They receive age-appropriate assistance as needed. The childminder knows each child well and provides tailored encouragement, especially for those who are more hesitant to try a wide range of foods. For instance, she praises children when they taste new fruits. This helps to build their confidence in exploring unfamiliar foods

## **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 support for children to learn to negotiate and play cooperatively
- expand on children's good knowledge and skills to ensure the curriculum continues to be challenging and ambitious.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY386885                                                                          |
| <b>Local authority</b>                             | Lancashire                                                                        |
| <b>Inspection number</b>                           | 10364260                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 9 January 2019                                                                    |

## Information about this early years setting

The childminder registered in 2008. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 6.

## Information about this inspection

### Inspector

Denise Barnes

### Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundations stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector carried out a joint observation.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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