

Childminder report

Inspection date: 18 January 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are safe and happy in the childminder's home. They are engaged, eager and raring to learn with this attentive childminder. They are curious learners, who take great pleasure in investigating all of the different resources on offer. They excitedly test various musical instruments by knocking them gently on different surfaces. They burst into giggles as they listen to the varying sounds they can make with one toy. The childminder compliments children's exploration well. She introduces new elements into their play, such as demonstrating how to make noises go from loud to quiet. Children stay focused for long periods of time because they genuinely enjoy their interactions with the childminder.

The childminder has adapted well to the challenges posed by the COVID-19 pandemic. She provides reassurance and support to both parents and children. Children show high levels of confidence and self-assurance, despite dealing with change to their routines, such as attending less group classes. This is a testament to the effort the childminder has put into enriching the curriculum to ensure children do not feel that they are missing out. For instance, children take daily outdoor trips and link up safely with other children in wide, open spaces. They talk about these trips fondly, recalling things they have learned and fun experiences, such as feeding the ducks.

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

- The childminder is very passionate about childminding. She attends regular training and places importance on updating her knowledge. This reflects in her practice as she creates a stimulating, fun environment for children to learn in. The childminder evaluates her own practice well. This means she can swiftly identify any areas for development and consistently improve.
- Children enjoy their time here. They are genuinely intrigued by the different activities provided by the childminder. When activities are not immediately grasping children's attention, the childminder swiftly adapts them to suit. As a result, children are consistently engaged and this reflects in their ongoing good progression.
- The childminder knows the children very well. She monitors their development closely and is, therefore, able to set appropriate, challenging targets for the next stages in children's learning. She uses her good understanding of children's development to then incorporate these targets into children's play. She also recognises how to adapt her approach to meet the unique needs of every child. This means all children, including those with special educational needs and/or disabilities, make good progress.
- Children are becoming confident communicators and their language skills are developing well. Younger children successfully articulate new words and,

impressively, begin to string three words together. The childminder enriches this learning with interactive stories and songs. However, at times, the childminder uses incorrect terminology while speaking with children, which they then repeat. This can be confusing for children. However, there is minor impact, as children still progress well.

- Children have very positive attitudes to learning. They are so keen to explore and investigate. Children respect the appropriate boundaries the childminder has set. For example, children happily tidy away their current toys before getting new ones out to play with. They know what is expected of them. This reflects in how secure and confident they feel. The childminder and the children share warm and caring relationships with each other.
- Parents value the childminder. They appreciate that their children are 'constantly learning new things'. Parents feel the environment is very nurturing and their children have built special bonds with both the childminder and their peers. They comment that children are 'so excited to see each other every day'. The childminder invests time into working in partnership with parents. This supports parents to continue their children's learning even further at home.
- The childminder considers children's individual experiences and then seeks to further enhance them. For instance, children who do not have pets at home are so excited to help care for the childminder's dog. They gently stroke him and laugh with delight when he wags his tail. This helps children to discover new interests they may not have otherwise encountered.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is very astute about safeguarding issues within her community. She educates herself through training and uses her experience to help her to ensure she provides a safe, secure environment for children. She is confidently aware of her roles and responsibilities, including should an allegation be made against herself or a member of her household. Her proactive approach to safeguarding helps to keep children safe. The childminder regularly risk assesses the environment and swiftly identifies and rectifies any potential hazards for children. She is dedicated to creating a culture of awareness within her setting.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- support further children's expanding vocabulary by using the correct terminology when speaking, in order to benefit their emerging communication and language skills.

Setting details

Unique reference number	EY388797
Local authority	Lancashire
Inspection number	10218136
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 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	20 March 2018

Information about this early years setting

The childminder registered in 2009 and lives in Leyland, Lancashire. She operates all year round, from 7.30am to 5.45pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Shauneen Wainwright

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed the curriculum offered and the impact this has on children's development.
- Appropriate documentation was scrutinised, including that related to the suitability of members of the household.
- The inspector observed interactions between the childminder and children, and evaluated the effectiveness of these.
- During a joint observation, the childminder and the inspector evaluated practice together.
- Parents provided feedback for the inspector to consider.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2022