

Childminder report

Inspection date: 20 November 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 provides a warm and welcoming home. Children are settled and demonstrate a strong sense of belonging. Children are keen to spend time with each other. They move freely between the rooms together, showing their developing friendships. The childminder listens carefully to what children have to say and attentively responds to their requests in a kind way. This helps children to feel valued and acknowledged. The childminder has clear expectations of children's behaviour. When children occasionally show unwanted behaviour, the childminder reminds them of her expectations. All children demonstrate positive attitudes to learning, and behaviour is very good.

The childminder provides an ambitious and well-sequenced curriculum to help children build and practise skills over time. She uses information from parents, children's interests and her own observations to plan for children's learning. She knows the children well and supports their next stage in learning. For example, when children start with the childminder, she gathers information from parents to understand their starting points. In addition, she uses assessment well to identify any potential gaps in children's progress and provides the necessary support to help them catch up with their peers. This supports all children, including those with special educational needs and/or disabilities, to achieve highly.

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

- The childminder encourages children to develop their self-care skills. Children are beginning to look after themselves by taking themselves to the toilet and washing their hands before they handle food. The childminder promotes these skills further as she encourages children to prepare their fruit for snack. Consequently, children are gaining the skills they need for their eventual move to school.
- The curriculum for mathematics is embedded well. The childminder helps children to understand the concept of mathematics throughout the day effectively. She encourages children to identify shapes and measures during their play. In addition, children begin to understand monetary concepts, as they work out how many coins they need to purchase an ice cream during their imaginary play. This supports children to gain a good understanding of early mathematics to prepare them for school.
- The childminder helps children to learn about the wider world. She has a good understanding of children's families and cultural backgrounds. She uses this knowledge to encourage the children to learn more about each other through their play. For example, children discuss their skin colour and the skin colour of their babies as they role play with the dolls. This helps children to learn about the similarities that connect them to others and the differences that distinguish

them.

- The childminder provides daily opportunities for outdoor play and supports children to learn key skills, such as climbing apparatus at the park safely. Furthermore, children develop their curiosity and small-muscle skills. For instance, children enjoy exploring the play dough with a range of tools. They create shapes as they knead the dough with their knuckles. This supports children to develop their manual dexterity in preparation for early writing. Children benefit from a range of learning experiences to support their physical development.
- Parent feedback is extremely positive. They value the learning and care their children receive and comment positively about how their children have progressed since starting with the childminder. Parents appreciate the verbal feedback that they receive from the childminder. Furthermore, she encourages parents to share information on what experiences children have at home. This helps to support children's continuation of learning.
- The childminder is reflective and regularly evaluates the care and education she provides. She is proactive at seeking advice from other professionals and undertakes regular additional training to enhance her knowledge and skills. In addition, she uses any additional funding to provide resources to meet children's needs. The childminder is keen and able to adapt her practice and raise the quality of teaching even higher.
- Overall, the childminder supports children's language development well. She talks to children as they play and builds on their vocabulary by introducing words, such as 'stretching' and 'extend'. She asks questions to check children's understanding and to extend learning. However, on occasion, the childminder does not always give children enough time to process the information she shares and respond to her questions. This means that children's learning is not always maximised.

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:

- develop the use of effective questioning techniques to give children more time to think and respond to questions to maximise their thinking and communication skills.

Setting details

Unique reference number	EY393386
Local authority	Lancashire
Inspection number	10359921
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	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	17 December 2018

Information about this early years setting

The childminder registered in 2009 and lives in the Kirkham area of Preston. She operates all year round, from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides the government funded places for childcare.

Information about this inspection

Inspector

Kelly Little

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed interactions between the childminder and the children.
- The children spoke with the inspector during the inspection.
- The parents shared their views of the childminder 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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