

Childminder report

Inspection date:

23 November 2022

Overall effectiveness	Good
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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 settled and enjoy their time at the setting. They have lovely attachments to the childminder and also the co-childminder who works alongside her each day. They have formed lovely friendships with their peers. The children use manners and understand the expectations of them and are respectful of each other. The childminder praises children for their positive behaviour.

Children's curiosity is promoted well. For example, the childminder provides autumn resources for the children to explore, some of which the children collected while out walking. The children select some of the autumn treasures and talk about what they are. The childminder supports the children's interests by starting a conversation about why the leaves are different colours. Furthermore, the childminder introduces new vocabulary, such as 'acorn' and 'squirrel'. Therefore, children develop their understanding of the world.

Children are encouraged to be independent. They select toys they wish to play with from the vast selection provided for them. They are familiar with the routine each day and know to wash their hands prior to having snack and lunch. They tidy up in preparation for meals. They are confident when feeding themselves, using cutlery safely. Older children manage their personal needs well and know to ask for help should they need it.

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

- The childminder understands what children know and need to do next. She promotes children's learning and development by using their interests to plan suitably challenging activities for them. For example, children build with blocks and count how many they have. The childminder introduces mathematical language, such as 'more' and 'less'. However, occasionally, teaching is not as targeted as it could be. As a result, children do not always make the very best progress they are capable of.
- Children's communication is supported throughout the setting. For example, they have opportunities to look at books and have stories read to them. Consequently, children are developing their love of books. The childminder sings nursery rhymes with the children and they join in with those that are familiar to them. When speaking to children, she does this well. For example, the childminder uses the correct words and pronunciations in order for children to hear correct sounds. As a result, children's speech and language is promoted well.
- The childminder supports new children and parents when they first start attending the setting by offering settling-in visits. Parents are required to provide information about their children. The childminder uses the information to

help settle the children and provide suitable activities for them. The childminder provides daily updates for parents when children are dropped off and collected from the setting. This helps to build partnerships with parents. However, the childminder does not yet provide opportunities for parents to extend children's learning at home.

- Children's health is promoted well. Fresh water is available for them to access throughout their day, and they have a choice of which snacks they would like. They are provided with snacks and meals that include fruit and vegetables. Children learn about growing their own fruit and vegetables and benefit from fresh air and exercise outdoors. They enjoy using the equipment outdoors and going for walks in the local community. As a result, children are developing knowledge about the importance of healthy lifestyles.
- The childminder is aware of how to support children with special educational needs and/or disabilities as well as children who speak English as an additional language. The childminder knows who to contact should she need to seek additional support for children who may require it. Consequently, children make good progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities when reporting child protection concerns in line with her local authority guidelines, including the process should an allegation be made against herself or a member of her household. She keeps her safeguarding training up to date. The childminder keeps her home safe and secure. She regularly assesses and removes hazards from the setting and when taking children on outings. The childminder has maintained a relevant first-aid qualification. She knows what to do if a child becomes unwell or has an accident.

What does the setting need to do to improve?

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

- continue to build on what children know and can do in order to support them to make the best possible progress
- strengthen partnerships with parents by supporting them to extend their children's learning at home.

Setting details

Unique reference number	EY396460
Local authority	Lancashire
Inspection number	10260042
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 7
Total number of places	12
Number of children on roll	9
Date of previous inspection	26 November 2018

Information about this early years setting

The childminder registered in 2009. She operates all year round, from 8am to 6pm, Monday to Sunday, except for bank holidays and family holidays. The childminder offers overnight care. She has an appropriate qualification at level 3. The childminder works with a co-childminder.

Information about this inspection

Inspector

Kate Martin

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.
- The childminder and the inspector completed a learning walk to discuss how the childminder organises the areas used by children and her aims for the early years curriculum.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching on children's learning.
- Discussions were held with the childminder and children at appropriate times throughout the inspection.

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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