

# Childminder report

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Inspection date: 28 March 2022

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

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

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

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

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

### **The provision is good**

Children flourish in this warm and welcoming setting. They develop strong attachments with the childminder, who is extremely kind and caring in her approach. Children clearly feel safe and secure in her company. They are happy and are full of smiles as they enjoy the many engaging activities provided. For example, children eagerly make marks on the ground with coloured chalks. They excitedly chase after bubbles and enjoy moving their bodies to music. Children explore and investigate with curiosity. They skilfully use magnifying glasses and binoculars to hunt for bugs and enjoy collecting water from the tap to use in their play. Children have very positive attitudes to learning and trying new things.

Children's emotional well-being is supported effectively. Huge consideration has been given to developing children's confidence in social situations following the COVID-19 pandemic. Children benefit from the childminder's home-from-home, welcoming and nurturing environment. The childminder has high expectations of what children can achieve, particularly with regard to their behaviour. She offers gentle and consistent reminders for children to share resources and to take turns. As a result, children behave appropriately for their age. They are learning to solve small conflicts independently and are beginning to understand how their behaviour can affect others.

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

- The childminder is a very passionate and dedicated practitioner. Children are truly at the heart of everything that she does. The childminder has a wealth of knowledge and experience which she draws on to support children's learning and development. She is very clear about what she wants children to learn next and fully understands their individual needs. The childminder takes time to find out important information about children before they start at her setting. This includes their routines, likes and dislikes. However, the childminder does not yet gather precise information about children's existing skills and abilities to help her build coherently on what children already know and can do.
- Children have wonderful opportunities to learn about the wider world around them. They engage in many trips to local places of interest, such as woodland walks, parks, libraries and groups. The childminder skilfully uses these opportunities to teach children about the community in which they live.
- The childminder successfully helps children to develop their communication and language skills. For example, she provides a clear narrative as children play, which helps to provide meaning to what children are doing. Furthermore, she repeats key words and uses descriptive language. The childminder asks what, why and how questions that encourage children's critical thinking skills. As a result, children are skilful communicators. They confidently articulate their needs

and are able to express their views and opinions. These are important skills to help them with future learning.

- Children enjoy being creative. The childminder provides them with dough and encourages them to explore using a variety of tools. Children develop their hand-to-eye coordination and small muscular control as they decorate their dough with buttons. Young children concentrate intently as they pass dough through a syringe to make 'wiggly worms'. These activities importantly prepare children for writing as they strengthen the muscles in their hands in readiness for holding a pencil.
- The childminder supports children's health and well-being well. She encourages children to recognise the importance of dental health through fun activities such as brushing dolls' teeth. The snacks and meals that the childminder provides are always healthy and nutritious. Children have daily opportunities to engage in outdoor energetic play.
- Partnerships with parents are strong. The childminder has worked tirelessly to maintain communication during periods of closure and lockdown. She holds regular dialogues with parents and shares many photographs of children engaged in activities. She conducts developmental progress checks over the phone where she shares information about children's next steps in learning. Parents are extremely complimentary. They describe the childminder as 'wonderfully attentive' and share how their children's progress has 'rocketed' since attending.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands what she needs to do in order to protect children from harm. She has attended training in safeguarding and child protection, and confidently describes how she would report any concerns to the appropriate authorities. The childminder has a clear understanding of the potential signs and symptoms of abuse and neglect. She understands the action to take if an allegation is made against her. The childminder implements her policies and procedures well and ensures that her home is a safe and suitable place for children to play.

## What does the setting need to do to improve?

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

- gather more precise information about children's existing skills and abilities when they first start, in order to plan for their good progress from the outset.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY401009                                                                          |
| <b>Local authority</b>                             | Lancashire                                                                        |
| <b>Inspection number</b>                           | 10106385                                                                          |
| <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 2                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 3                                                                                 |
| <b>Date of previous inspection</b>                 | 29 April 2015                                                                     |

## Information about this early years setting

The childminder registered in 2009 and lives in Rawtenstall. She operates during term time only from 7.20am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Karen Cox

### 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.
- Discussions were held with the childminder and children at appropriate times throughout the inspection.
- A learning walk was completed with the childminder to discuss the curriculum intent and how the provision is organised.
- The childminder and the inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including qualifications, evidence of the suitability of adults living in the household, the first-aid certificate and policies and procedures.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching on children's learning.

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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