

Childminder report

Inspection date: 16 October 2024

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 demonstrate a strong sense of belonging in this bright and welcoming setting. They form secure attachments with the childminder. Children are confident to select resources and make their own choices. The childminder is a good role model and has high expectations for children's behaviour and learning. Children follow these expectations well and learn to share and take turns. They have good manners and are eager to demonstrate kindness to one another. For instance, children identify that their friends would also like to play with a rainbow toy, so they readily allow them to have a turn. Children smile with pride as they receive praise for their kindness. They develop positive attitudes to their learning.

The childminder has developed an ambitious curriculum and provides rich experiences to support children's learning across all areas. She instils values of compassion and respect for one another. The childminder interacts with children very well to help them to develop their imaginations and confidence. She is supportive and calm in her interactions. The childminder readily adapts in the moment when children express their thoughts and ideas. For example, during a gluing and sticking activity, the childminder recognises that children would like to compare their own eye colours when sticking eyes onto their pictures of owls. She asks children if she should get a mirror so they can do so, to help them recognise each other's differences. This approach helps to ensure that children feel valued and respected.

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

- The childminder offers a flexible and inclusive service, which helps all children, including those with special educational needs and/or disabilities, to make good progress. She teaches children to be kind and respect each other's differences in an age-appropriate way. All children develop in their confidence and character.
- Partnership working is a strength. The childminder works closely with outside professionals for children who need extra support and implements their suggestions into her setting. She also shares information with other settings that children will be attending. This helps to ensure that all children are ready for the next stage of their education.
- Overall, children benefit from a language-rich environment. The childminder narrates children's play and tests their recall. For instance, she asks if they remember what owls like to eat and what sounds they make. However, occasionally, the childminder asks too many closed questions in quick succession. This does not give children ample time to think and respond and allow them to develop their conversational skills further.
- Children develop good hygiene practices and independence. They know to wash their hands without being reminded and confidently use the 'magic soap'

dispenser. The childminder encourages good hygiene habits, such as by singing a familiar song to make the process enjoyable for children. Children learn to manage their personal care needs well.

- The childminder promotes healthy choices consistently. She provides balanced meals and snacks. Children have independent access to water throughout the day. The childminder teaches children about where their food comes from and which foods to avoid to maintain healthy bones and teeth. This helps to embed the importance of good oral health and healthy eating habits.
- Children demonstrate fluency in their conversations as they speak and listen politely. The childminder expands and repeats words with positive reinforcement. This helps children to swiftly build their vocabulary. However, occasionally, the childminder uses colloquial phrases and incorrect words, such as 'lickle' instead of 'little'. This means that children do not always hear the correct language being used consistently.
- Children participate in exciting opportunities that successfully build on their experiences at home. For example, children talk about their weekend football sessions. The childminder recognises this as an important learning opportunity and incorporates a variety of ball play into the setting to further develop their dexterity and social skills. She encourages children to roll balls back and forwards to their friends, using their knees as a slide. Children giggle with delight, learn new skills and form great friendships.
- The childminder plans activities based on children's interests. She involves parents in developing plans for their children's next steps in learning. The childminder provides parents with daily updates about their children's progress and invites them to share information about their children's home experiences. This two-way partnership allows parents to further support their children's learning and development at home.

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 consistency when asking children questions, to allow them to articulate a response and extend their thinking skills
- develop children's communication and language further, such as by modelling the correct use of language in conversations.

Setting details

Unique reference number	EY404314
Local authority	Lancashire
Inspection number	10355061
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	15 November 2018

Information about this early years setting

The childminder registered in 2009 and lives in Preston, Lancashire. She operates all year round, from 7.30am to 5pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She provides government-funded childcare.

Information about this inspection

Inspector

Marianne McDowell

Inspection activities

- The childminder and the inspector discussed the curriculum and the intentions for children's learning.
- The inspector observed the childminder's interactions with children during play and daily routines.
- The inspector observed the quality of education being provided and assessed the impact on children's learning and development.
- The inspector spoke to children and read feedback from parents and took account of their views.
- The childminder provided the inspector with a sample of relevant records and key documentation, including evidence of the suitability of adults living in the household and statutory progress checks for children.
- All areas of the premises used for childminding were viewed, and the inspector took account of how the childminder ensures that children are safe.

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 2024