

Childminder report

Inspection date: 18 October 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 creates a relaxed and nurturing environment. Children are happy and settle quickly into the childminder's routines. The childminder builds strong relationships with children. She provides them with lots of cuddles and reassurance. This helps children to feel safe and secure in her care. The childminder is a positive role model and has high expectations of all children's behaviour. For instance, she explains to children why it is not safe to run inside the house and supports them to share the toys.

The childminder creates an ambitious curriculum. She promotes a love of books from a young age. For example, children are highly engaged as the childminder reads stories to them with plenty of enthusiasm. Children handle books with care and learn to turn the pages gently. The childminder encourages children to discuss what is happening in the story. This helps children to develop their early reading skills. Children make good progress from their starting points.

The childminder takes children on a variety of outings. They go on trips to local parks and soft-play centres to practise their physical skills. The childminder takes children to a local playgroup. This helps children to develop their social skills in larger groups and form new friendships.

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

- The childminder knows children well. She has a firm understanding of where children are up to in their development. The childminder plans appropriate next steps in children's learning. However, she does not consistently adapt all activities to extend older children's understanding of the world. For example, when children explore magnets, the childminder does not consistently develop older children's investigational and observational skills further.
- The childminder promotes diversity well and celebrates children's uniqueness. She teaches children about other cultures, the dynamics of other families and festivals, such as Eid, Diwali and Lunar New Year. This helps children to learn about people and families that may be different to their own.
- The childminder provides children with nutritious food and healthy drink choices. Children have daily opportunities to be physically active. The childminder teaches children about oral hygiene and children practise brushing model teeth. This helps to promote healthy lifestyles.
- The curriculum for communication and language is implemented well. The childminder gets down on children's level and engages in back-and-forth conversations. She introduces children to new vocabulary, such as 'dragonfly', 'scorpion' and 'cricket', as children pick up toy insects using tweezers. This helps to develop children's vocabulary.

- The childminder promotes children's mathematical development well. She supports children to count out how many legs the toy grasshopper has. The childminder encourages children to recognise numbers within the environment and match objects to the quantity. This helps to develop children's early counting skills.
- Overall, the childminder promotes children's growing independence well. Children help to complete daily tasks, such as tidying away their toys. However, on occasion, the childminder does things for children that they could do themselves. For instance, she sets the table at mealtimes, carries children's plates to the table and cuts all of their food up for them. Additionally, the childminder puts wipes in the bin after children have used them. This limits opportunities for young children to begin to learn how to do more things for themselves.
- The childminder evaluates her own provision well. She recognises strengths and areas she would like to further develop. The childminder gains parents' and children's views to help inform her self evaluation. She accesses regular professional development training courses. This helps to keep the childminder's knowledge and skills up to date.
- Children behave positively and are kind and caring to their peers. The childminder supports children to take turns as they play with the toys. Children demonstrate their delight in the praise they receive from the childminder. This helps to build up children's self-esteem.
- Parent partnerships are strong. Parents comment on the regular updates the childminder provides about children's learning and development. The childminder works collaboratively with parents on matters such as toilet training. This helps to provide continuity in children's care and learning.

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:

- strengthen the curriculum for understanding the world for older children
- extend opportunities to enhance children's growing independence, particularly at mealtimes.

Setting details

Unique reference number	EY406497
Local authority	Lancashire
Inspection number	10354701
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	1 November 2018

Information about this early years setting

The childminder registered in 2010. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised childcare qualification at level 3. She provides government-funded childcare.

Information about this inspection

Inspector

Olivia Barnes

Inspection activities

- The inspector and the childminder completed a learning walk and discussed the provision and the curriculum.
- The inspector completed a joint observation with the childminder.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder shared a range of documentation with the inspector, such as evidence of the childminder's continued professional development and paediatric first-aid qualification.
- Parents shared their views of the setting through written communication. The inspector took account of their written feedback.
- Children spoke to, or communicated with, the inspector during 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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