

Childminder report

Inspection date: 22 February 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 enthusiastic and caring childminder warmly welcomes children into her home. As a result, children show a strong sense of belonging and security. Children enjoy a great deal of affection and reassurance from the childminder and benefit from her caring nature. Children develop strong bonds with the childminder and form close attachments to her. This helps them to feel safe and secure. Parents commend the childminder for her creativity and say they know their children are in 'safe hands'.

Children confidently explore the environment. They giggle as they play with the childminder. Children discover how they can push buttons on electronic toys. They notice how their actions can produce intriguing results, such as sounds and lights. The childminder is sensitive to children's needs and understands what can affect their behaviour. She gives them clear, yet gentle guidance to be kind and considerate. Children respond well and learn right from wrong.

The childminder aspires to help every child reach their full potential. She understands that knowing and understanding lots of words and phrases is very important for children's overall learning and development. She ensures that she talks clearly and introduces lots of new vocabulary throughout the day. For example, while children plant seeds, the childminder talks to them about the cucumbers that will grow.

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

- The childminder has strong partnerships with parents. She considers the needs of families and helps them through changes in a sensitive and supportive way. Parents value the freshly cooked meals she prepares for their children. They explain this encourages their children to try new things and enjoy a healthy diet. Parents enjoy regular communication with the childminder. She keeps them informed about their children's development and offers suggestions to extend their learning at home. This provides continuity in children's learning.
- The childminder identifies lots of things that she wants to teach children. These are all suitable and add to children's knowledge and understanding. The childminder regularly checks their level of understanding when she communicates with them. She identifies areas where children need to develop skills, such as mark-making. This helps them prepare for their eventual move on to school.
- The childminder plans plenty of opportunities for children to learn about their local community and the wider world. Children enjoy visits to local groups and the library. The childminder introduces different foods and tells stories from around the world, to help children understand the similarities and differences

between themselves and others.

- The childminder makes activities purposeful, exciting and inviting. However, the abundance of resources prevents the intended learning taking place. During the inspection, the childminder planned an activity to teach children farm animal names and the sounds they make. The children were distracted by the wide range of resources in the room. As a result, learning was interrupted by children's concentration being broken prematurely.
- The childminder creates a stimulating environment where children make choices in their play. Children play with water, using the muscles in their hands to pick up balls with scoops. The curriculum for mathematics is not as strong as other areas. The childminder does not consistently incorporate the language of mathematics throughout children's activities, in order to support them to develop a knowledge of size, counting and volume as they play.
- The childminder has formed close links with the local school. Children enjoy regular visits to the school and accompany the childminder on the school run each day. This helps the children to become familiar with the school and the teachers, ready for when they move on to school. The childminder supports children to develop a range of independence skills to support their move on to school. Even the youngest children try to put on their shoes and coats. They eat independently and skilfully peel their own banana with the assistance of the childminder.
- The childminder is committed to her own professional development. She seeks out training opportunities to improve her knowledge and enhance how she supports children and their families. For example, she has reflected and then researched on how she can promote children's communication and language. This has had a positive effect on her practice and enhanced the opportunities for children to develop further in this area. For example, the childminder provides narratives as children play, and when she asks questions, she gives children time to respond.

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:

- organise the resources in the learning environment to help children to concentrate and focus on the intended learning
- extend children's learning about early mathematics to enhance their understanding of counting, size and numbers.

Setting details

Unique reference number	EY406955
Local authority	Lancashire
Inspection number	10312420
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	30 April 2018

Information about this early years setting

The childminder registered in 2010 and lives in Euxton, Lancashire. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Emma Barrow

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk. The inspector discussed with the childminder how she determines what children know and how she decides what they need to learn next.
- The inspector looked at the areas children use and discussed how they enable the childminder to plan opportunities for learning. The inspector observed children's activities indoors and outdoors.
- The inspector and the childminder carried out a joint evaluation.
- The inspector reviewed written communication from parents and took these into account.

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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