

Childminder report

Inspection date: 4 February 2020

Overall effectiveness	Outstanding
------------------------------	--------------------

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder and her assistant work together exceptionally well to provide a calm, caring and safe environment for children. Children develop secure attachments with them both. Throughout the day, the childminder makes excellent use of a poster with different faces on to help children to talk about their emotions. Children talk about being happy and what makes people angry and sad. They demonstrate high levels of confidence and self-esteem. Children successfully work on their own and eagerly join and engage well in group activities. They understand behaviour rules, and these are applied consistently. Children know to sit on their chair and take turns when playing games together at the table. They agree whether the play will go anti-clockwise or clockwise and understand what this means.

The childminder observes and assesses children's progress. Highly effective partnership working and planning with her assistant help to build on what children already know and can do. For example, at the inspection, her assistant introduces mathematical words while reading a story and the childminder follows up with an activity sorting large and small pom-poms.

Children make excellent progress and are exceptionally well prepared for starting school. The childminder skilfully teaches children useful skills for life, including how to be resilient. Children speak knowledgeably about there being winners and losers at the end of a board game. They say that doing your best and taking part are what matters because sometimes you lose.

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

- The childminder and her assistant model language exceptionally well. They sensitively encourage children to use words to express how they feel. They listen carefully to children and skilfully introduce new words as they play. Children appropriately use technical words, such as 'junction' and 'point', while joining pieces of the train track.
- The childminder knows the children and families very well. She provides activities which link well to their home experiences to extend their learning. For example, a child visited the theatre to see a play adapted from a book about a stick man. Following this, the childminder bought some stick insects for children to observe and look after, and read the story of the stick man to all the children.
- The childminder looks for innovative and enjoyable ways for children to learn. For example, on visits to the woods, children wear wellingtons with double-sided tape attached. They use magnifiers to look closely at what they have collected on their boots.
- The childminder's assistant plans and cooks nutritional meals for the children. He

shares his cooking skills and knowledge with the children, who frequently help him to bake. Even the youngest children can name ingredients and understand the process of making cakes.

- Children develop excellent skills in mathematics. They count and do simple addition, identifying they that need one more chair at the table. They accurately count the dots on the dice and run their fingers over the corresponding number made of sandpaper. This helps them to recognise the shape of each written number.
- Children develop a keen interest in literacy. They make themselves comfortable and listen attentively to stories being read. Children choose to make marks on paper with pencils. They are beginning to recognise written words on labels around the home.
- The childminder communicates well with parents and other settings that the children attend. Children bring items from home for 'show and tell'. They talk about these items, which helps them to develop confident speaking skills. Other children learn to listen attentively. They are beginning to learn that people have different cultures, beliefs and values that need to be treated with respect.
- Children's behaviour and manners are impeccable for their age. They enjoy playing together imaginatively. They work together to cut pretend food in the role-play area, which also helps them to develop good hand-to-eye coordination. They talk knowledgeably about healthy eating while cutting the wooden fruit and vegetables to make a salad.
- The childminder seeks the views of parents and children to help to identify where improvements can be made. Since the last inspection, the childminder has enhanced her outdoor area to support children who prefer to learn on a larger scale. She added a play kitchen and areas for planting and sensory play, and is further developing this area.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she and her assistant keep their knowledge of safeguarding up to date. They know the signs that may indicate a child is at risk of harm and how to report concerns. Children talk knowledgeably about what they would do if they were lost. They clearly explain their understanding of how to stay safe. For example, demonstrating concern that the toy animals may get lost, they construct fencing from wooden logs and fence panels.

Setting details

Unique reference number	EY412647
Local authority	Lancashire
Inspection number	10129094
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	12
Number of children on roll	10
Date of previous inspection	6 August 2015

Information about this early years setting

The childminder registered in 2010 and lives in Walton-le-Dale. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and works with an assistant. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lynne Naylor

Inspection activities

- The inspector had a tour of the childminder's home to gain an understanding of how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the childminder.
- The inspector held discussions with childminder and her assistant.
- The inspector spoke to some children during the inspection and took account of the views of parents provided in writing and on the telephone.
- The inspector looked at a sample of documentation, including evidence of the suitability of household members and the childminder's training.

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 2020