

Childminder report

Inspection date: 19 October 2022

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 are happy and curious in the childminder's home. They investigate the wide range of interesting resources on offer. For example, children delve into various baskets filled with shiny beads, wooden items, 'real-life' cameras and stopwatches. Children learn how to play carefully with intricate objects, developing their fine-motor and concentration skills. Additionally, they enjoy using sticks to make holes and patterns in dough. This helps develop their early mark-making and writing abilities.

Children are settled and have formed close attachments with the childminder. They learn to share and be kind to others. Children pretend to feed leaves to a wooden squirrel and place apples out for birds to eat in the park. Children feel proud of their good deeds and show a warmth towards living things.

Children spend a lot of time in the outdoors and have good physical skills. They roll apples down the path and chase after them with confidence. In the main, children cooperate with rules and boundaries and are accepting of their friends' needs and wishes. Children are independent in their play and make choices regularly. They are increasingly prepared for their next stage in learning.

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

- The childminder teaches children to listen to instructions and sets out good behavioural expectations. However, on occasion, she does not plan well enough to meet all children's needs, particularly during some daily routines. This results in some children needing significant support. Consequently, other children occasionally become frustrated, and they disengage.
- The childminder has good knowledge about what children enjoy playing with the most. She prepares her curriculum to suit these needs and to help children build on what they know and can do. However, sometimes during play, the childminder asks children numerous questions without giving them enough time to think and respond. As a result, children withdraw from solving their own problems, interrupting their thinking skills.
- Children enjoy and listen with intent to their favourite stories. They join in with familiar songs and rhymes. The childminder uses clear spoken words with children, to which they repeat and learn a range of vocabulary. Children's communication and language skills are strong.
- The childminder accurately assesses children's stages of development. She responds quickly to any gaps in learning and seeks professional support for those children who may have special educational needs and/or disabilities (SEND). As a result, all children continue to make good progress and are well integrated within the setting.

- Partnerships with parents are strong. They are happy with the range of experiences the childminder offers to their children. Parents appreciate the consistent communication from the childminder. They know what their children have enjoyed and how the childminder encourages curiosity within their learning. This enables them to continue activities and ideas for learning at home.
- Children spend a lot of time visiting places in the local community, such as playgroups and the library. The childminder encourages children to mix with others and learn about their differences. This promotes children's social skills and teaches them to value diversity. This helps to prepare them for life in modern Britain.
- The childminder understands the importance of keeping her knowledge up to date. This helps her continue to provide good practice and meet the changing needs of all children. For example, she has completed training in autism spectrum disorder to help her further meet the needs of children with SEND. As a result, she is able to respond quickly to a range of emotional and learning needs.
- Children are provided with a range of healthy, home-cooked meals and snacks. The childminder teaches children to wipe their own noses and routinely wash their hands. This helps children to learn how to look after their health and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge about the signs and symptoms that may indicate child abuse. She knows where to report any child protection concerns within her local authority procedures. The childminder has an up-to-date paediatric first-aid qualification and knows how to respond to injuries effectively. She maintains a safe and secure environment for children to play in. The childminder helps children develop their awareness of safety as they learn how to cross the road when on outings. Additionally, children know not to pick berries from trees. They comment on how this may make them feel unwell.

What does the setting need to do to improve?

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

- improve planning so that all children are supported to fully understand and engage with daily routines
- enhance teaching skills even further in order to give children time to think and solve problems independently.

Setting details

Unique reference number	EY413341
Local authority	Lancashire
Inspection number	10235437
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	13 February 2017

Information about this early years setting

The childminder registered in 2010 and lives in Colne. She operates all year round, from 8am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Rachel Waterhouse

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 their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed interactions between the childminder and children, both inside and outdoors, and evaluated the impact this had on children's learning and development.
- The childminder and the inspector completed a learning walk to discuss the intentions for children's learning.
- Parents' views of the setting were taken into account by the inspector.
- The inspector and the childminder completed a joint observation together in the park.

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 2022