

Childminder report

Inspection date: 15 October 2024

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

What is it like to attend this early years setting?

The provision is outstanding

The kind and nurturing childminder strives to provide the very best early years experiences for all children. She values every child she cares for and recognises the importance of giving them the very best start to their education. The childminder gathers a wealth of important information about children before they begin to attend. She uses this information exceptionally well to tailor what she offers to meet each child's care and learning needs. Children thrive amidst the high level of nurture they receive at this outstanding setting. They quickly develop secure attachments with the childminder, seeking her out to show her what they discover.

The childminder has an impressive understanding of how young children learn and develop. She develops a unique, creative and ambitious curriculum. The childminder's superb understanding of each child's current stage of learning and development enables her to recognise the learning potential in whatever children choose to do. She effortlessly adapts her teaching to skilfully support and extend children's learning. For example, when children choose to play with chalk, younger children are taught how best to hold the chalk and make marks. Older children are encouraged to form the first letter of their names. Every learning opportunity is carefully adapted in the moment to best support the next steps children need to take in their learning.

Children develop the characteristics of effective learners in abundance. They confidently try out their ideas and recall past learning, applying it in new situations. They demonstrate an infectious curiosity and enthusiasm for learning. Children treat each other and the childminder with kindness and respect. For example, older children acknowledge that their younger friends are still learning some of the skills they themselves have mastered. They remember how they were taught and help them in turn. Children are incredibly supportive of each other and behave impeccably.

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

- The childminder understands that children's communication and language skills are central to their success as learners. As such, the development of these important skills is at the heart of the childminder's curriculum. The childminder uses every opportunity to talk with children about what they are doing, introducing new and interesting words. For example, while exploring a child's interest in babies the childminder introduces words such as 'swaddle' as she helps children to wrap their dolls in blankets. Children then proudly exclaim that they have 'swaddled' their baby. Over time, children become impressive and confident communicators.
- A deep love of books and stories is enthusiastically promoted. The childminder

carefully selects the books she wishes children to become familiar with at different ages. She recognises that this enables her to teach children important literacy skills. For example, older children giggle with excitement as they attempt to recall and say a string of rhyming words while sharing the story 'The Wonky Donkey' with the childminder. Children find this fun approach to literacy highly engaging. They develop a love of books and eagerly recall their favourite stories.

- Children recall their past learning with enthusiasm. For example, when talking about the changing colour of leaves outside, children remember how differently the trees looked in spring and summer. They discuss how the leaves change colour in autumn and fall to the ground. Children express a sense of awe and wonder at the natural world and describe nature as 'magical'. They remember past experiences to help them make sense of new situations.
- Support for children who may have special educational needs and/or disabilities is superb. The childminder meticulously monitors each child's progress. This enables her to identify any emerging gaps in their learning and development at the earliest opportunity. When required, she swiftly shares information with the relevant outside agencies, working with them to secure additional provision where necessary. This fastidious approach helps to ensure that all children make exceptional progress from their individual starting points.
- Children enjoy trips to a wide variety of places of interest to enrich their learning. Weekly trips to the library mean children have opportunities to meet and interact with older members of the community. Regular outings to local playgroups enable children to play in larger groups. Opportunities for children to learn about themselves, their families and their community are planned in an age-appropriate and sensitive way. Children are effectively supported to develop their understanding of the world around them in meaningful ways.
- The childminder is deeply committed to her own professional development. She regularly meets with other childminders to share ideas and reflect on practice. The skilled childminder carefully targets future professional development to enhance and refine her skills even further. For example, training in the use of communication strategies has been successfully implemented to accelerate children's communication and language development. Everything the childminder does is planned to ensure that provision for children is outstanding.
- Parents value the wealth of advice and support the childminder provides. This enables them to contribute successfully to their child's learning at home. Regular updates on children's progress are shared and achievements are celebrated. Parents appreciate the childminder's approach and praise how she goes 'above and beyond' for each family. Parental partnerships are highly effective.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY414106
Local authority	Lancashire
Inspection number	10351384
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	31 October 2018

Information about this early years setting

The childminder registered in 2010 and lives in Preston, Lancashire. She operates from 8am to 5.30pm from Monday to Friday, term time only. The childminder holds a qualification at level 3.

Information about this inspection

Inspector

Denise Farrington

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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