

Childminder report

Inspection date: 13 January 2023

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

Children beam with delight as they play alongside this childminder. She has created a warm and stimulating learning environment where children feel safe and secure. Children can access a range of resources that match their learning needs and interests. The childminder supports their play and extends their ideas. She expresses her joy in their achievements and they celebrate together when things go well. This encourages children to persevere with tasks and develop positive attitudes to learning. Children become deeply engaged in their play and make good progress in all areas of the curriculum.

Children have lovely manners and help each other out. They enjoy helping to get the table ready for lunch and making their own sandwiches. Children respond positively to the gentle way in which the childminder expresses her high expectations of behaviour. The childminder sensitively supports children to share resources and to resolve any disagreements. This is helping them to build relationships and manage their emotions. Children confidently leave their parents at the door at the beginning of the day. They are learning to independently change their shoes and take off their coat. Children settle quickly into their play.

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

- The childminder has developed a nurturing learning environment. She has strong bonds with the children. They look to her for reassurance, or a hug, when unsure. The childminder shows respect and care for the children through her interactions. For example, she will ask toddlers if it is alright to change their nappy. This helps children to understand that their feelings and wishes are valued.
- The childminder takes every opportunity to enhance learning as children play. For example, as they build with wooden blocks, the childminder uses language of shape, size and position. She supports them to count the blocks together. This is helping children to understand mathematical concepts and extend their vocabulary.
- Children are developing literacy skills. They share books, songs and rhymes together. Toddlers enjoy making marks on large sheets of paper on the floor. Children with an interest in letter sounds write the list for the weekly shop and tick off items when they are in the shopping basket. They are learning that print has meaning and developing a love of language.
- The childminder has a clear focus on supporting children to develop communication skills. She constantly talks with children about what they are doing. She gives them time to respond and show their understanding. The childminder rushes to the window to show toddlers a helicopter that they hear overhead. Children are developing their attention and listening skills.

- Parents and carers are extremely positive about the quality of care and education offered to their children. They report that their children talk about the childminder at home and see her as part of their family. Parents feel that they are well informed about their children's progress. The childminder sends photos and shares activity ideas with parents. This means that they can continue to extend their child's learning at home.
- The childminder talks with the children about their feelings and emotions. For example, she asks them to think about how snatching a toy might make their friend feel sad. Children are learning that their actions can have an impact on others.
- The childminder effectively assesses the children's stage of development. She plans learning activities to build on what they know and can do. She recognises when children need additional support. If children need help from other professionals or attend another setting, the childminder liaises with parents to highlight the need for additional information. However, she does not have any direct links to the other professionals. This means that not all information about children's learning is shared effectively.
- Children enjoy regular outings to structured play sessions and community venues. They visit the library and parks with other childminders and their children. This provides children with physical challenges and develops their understanding of the world around them. It also builds their social skills by giving them opportunities to interact in larger groups.
- The childminder reflects on her own practice. She develops new ideas and strives to offer the best experiences possible to the children in her care. This means that the provision offered is designed to meet the individual needs of children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder works hard to ensure the safety and well-being of children in her care. She effectively assesses potential risks within the environment and takes action to minimise these. Children are learning to keep themselves safe on the roads when they go on outings. The childminder ensures that her knowledge of a breadth of safeguarding topics is updated through regular training and reading. As a result, she is aware of the signs that may indicate when a child is at risk of harm and understands what steps to take in order to protect them.

What does the setting need to do to improve?

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

- further develop links with other professionals to ensure consistency in support for children's learning and development.

Setting details

Unique reference number	EY416694
Local authority	Lancashire
Inspection number	10263041
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	10
Date of previous inspection	18 April 2017

Information about this early years setting

The childminder registered in 2010 and lives in Bamber Bridge, Preston. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Dawn France

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- 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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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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