

Childminder report

Inspection date: 29 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 childminder prioritises outdoor learning and promotes children's understanding of nature and the environment. Children enjoy and look forward to their time with the childminder. The childminder involves children in risk assessments of their outings. They learn why it is important to follow rules and demonstrate their understanding during daily activities. For example, children remind each other to hold the childminder's hand as they walk on country lanes. The childminder uses daily walks to support children's learning in many areas. For instance, the childminder discusses puddles using mathematical language such as 'larger' and 'smaller' and helps children to count the animals that they see.

Children form strong bonds with the childminder, approaching her for cuddles and comfort throughout their day. The childminder steps in when children become frustrated, reminding them of her expectations to be kind to each other. She is respectful and is a good role model for children. The childminder places a focus on helping children to develop key life skills. She encourages young children to manage their own self-care needs and to learn about hygiene and healthy lifestyles. Children learn about the importance of healthy foods, regular handwashing, and exercise. Daily fresh air and outdoor activity help to support children's overall well-being.

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

- The childminder gets to know children well and finds out about the experiences that they have at home. She works closely with parents to accurately assess the starting points of children's learning and development at the outset. The childminder's strong relationships with parents help to support consistency of children's care and learning.
- The childminder plans for children's learning effectively, incorporating their interests. For example, when a child shows an interest in animals, the childminder arranges to visit a local farm to see the new calves and lambs. This helps to engage children in their learning and inspire them with awe at the world.
- The childminder teaches children about how they are each unique. She uses regular outings to local towns to prompt conversations about how other people might look and dress differently to them. This helps children begin to appreciate and understand our diverse world.
- The childminder uses effective approaches to monitor and assess children's learning. Her understanding of how children learn helps her to identify any emerging gaps. She works alongside parents and outside agencies to offer appropriate support to children and families. This helps all children to make continued good progress.

- The childminder supports children's language skills well. Children choose books and settle down in a cosy area to listen to the childminder read. The childminder continually narrates children's play and uses interesting vocabulary. This helps to promote children's confidence in their communications.
- The childminder supports children's developing confidence well. Children become familiar with the routines of the day and delight in the praise that the childminder gives them for their efforts and achievements. Consequently, they behave well and demonstrate positive attitudes towards their play and learning.
- The plentiful opportunities that the childminder offers for exploring outdoors help children to build stamina and their large muscles. The childminder helps them to develop their small muscles and control too. For instance, children carefully cut their own fruit for snacks. This helps to support children's developing physical skills.
- The childminder helps children to learn to keep themselves safe in a variety of environments. However, she does not teach them about using technology safely, hindering their ability to begin to understand how to keep themselves safe online.
- The childminder regularly reviews the environment and resources that she uses to ensure that they are appropriate for children's learning. However, she does not have a similarly effective approach to evaluate her professional development to continually raise the quality of education to the highest level possible.

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:

- support children to learn about using technology safely within the context of their everyday life to give them more scope to keep themselves safe in different situations
- review how professional development needs are evaluated and source appropriate training to raise the quality of education even further.

Setting details

Unique reference number	EY417577
Local authority	Lancashire
Inspection number	10317120
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	2 to 11
Total number of places	12
Number of children on roll	5
Date of previous inspection	3 May 2018

Information about this early years setting

The childminder registered in 2010 and operates all year round. Sessions are from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three-, and four-year old children.

Information about this inspection

Inspector

Amy Johnson

Inspection activities

- This was the first routine inspection the provider 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 inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been planned and implemented and the impact that this had on children's learning.
- Children communicated with the inspector during the inspection.
- 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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