

Childminder report

Inspection date: 30 January 2020

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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder ensures that children are happy and have fun. Overall, she supports children to develop the skills they require for their future success. Children are curious, motivated and imaginative. For example, younger children show a keen interest in the new role-play bakery. They are confident to delegate play roles to others and begin to use mathematical language associated with money during play. However, during story time, the childminder does not grasp opportunities that prompt children to predict what might happen next, to challenge their reading skills further. The childminder offers well-matched activities that complement children's learning in other settings. For instance, children use construction materials to design and create their own space buggy, which is a theme they are focusing on elsewhere.

The childminder forms a secure bond with every child. She ensures that children feel settled and assured in her care. Children enjoy time outdoors in the fresh air, such as when walking along the riverbank. They are alert to dangers, such as the increased traffic on the roads, and take action to tackle these. For example, children are helping to campaign for a pedestrian crossing, to further promote their safety during outings. The childminder uses rewarding methods to praise the good behaviour that children display. For instance, children beam with pride when receiving a 'star of the day' award for qualities such as their good listening and sensible actions during play.

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

- The childminder uses what she knows about children to plan interesting activities that build on their current skills. For example, she encourages children to engage in events such as bird month, and invites them to use binoculars to observe birds in the environment. Children are quick to reflect on this learning. They use language associated with position and talk in the correct tense when sharing their findings with others. Children are confident communicators.
- The childminder encourages children to share their views with her, to support her effective evaluations. Younger children show an understanding of their feelings and emotions. They readily record what aspects of the provision make them feel happy or sad. Older children work together to design a poster that communicates their hopes and wishes for the future.
- Partnerships with parents are good. The childminder gathers detailed information from parents when children first start. She works with them to apply consistent routines that have a positive impact on children's self-care skills.
- The childminder invites children to engage in fun games that build on their good mathematical skills. For example, younger children use their good counting skills to identify the winner during a game of picture pairs. They count to 20 unaided

and show interest in counting beyond this with support from the childminder.

- The childminder targets a wide range of customised professional development, to extend her good knowledge and skills. She promptly shares any new learning with her assistant and has good systems in place to monitor their practice.
- The childminder reads to children with enthusiasm. She encourages children to use the pictures for clues, to identify the names of the various animals they see. However, the childminder does not grasp opportunities that prompt children to predict what might happen next, to challenge their reading skills further.
- The childminder has effective arrangements in place to support children during times of change, such as starting school. This helps them to feel safe and assured. The childminder makes time to speak with teachers to exchange information about children's care and learning. She effectively promotes positive relationships with all other settings the children attend, including school.
- Children take an interest in different professions, such as when dressing up as a doctor. However, before children have time to share their knowledge of what the role of a doctor entails, the childminder steps in to talk this through. In addition, the childminder does not alert children to the different people they see when outdoors, to extend their knowledge of the people who help them.
- The childminder is a positive role model. She teaches children 'to smile and explore, to be kind and fair, to encourage each other and to have fun'. Children willingly consider the needs of others and play together cooperatively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training. From this, she creates purposeful resources, such as a pocket-sized safeguarding guide, for her quick and easy reference. This helps to ensure that she remains refreshed in her knowledge of the procedures to follow to protect children's welfare. The childminder takes effective steps to reduce any risks to children. For example, during outings, she ensures that children wear high visibility jackets, so that they remain safe and seen at all times. The effective implementation of detailed health care plans helps to ensure that children's specific medical needs are continually met.

What does the setting need to do to improve?

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

- challenge children further during stories and build on their good early reading skills
- strengthen opportunities for children to share what they know about different occupations and extend their awareness of people who help them.

Setting details

Unique reference number	EY417976
Local authority	Lancashire
Inspection number	10132540
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 13
Total number of places	6
Number of children on roll	20
Date of previous inspection	12 July 2016

Information about this early years setting

The childminder registered in 2010 and lives in Sabden. She works together with an assistant on occasions. The childminder operates Monday to Friday, from 8am to 9am and from 3.15pm to 6pm, during term time. Additionally, she provides flexible care to young children during the school day, as required.

Information about this inspection

Inspector

Charlotte Bowe

Inspection activities

- The inspector discussed with the childminder how she organises her home and her aims and rationale for the early years curriculum.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- A planned activity was jointly evaluated by the inspector and the childminder.
- The inspector viewed a range of documents, including evidence of suitability, a record of the childminder's qualifications, and training and policies and procedures. She discussed self-evaluation with the childminder.
- The inspector took account of the views of parents spoken to on the day of the inspection and from comments noted on recent reference letters.

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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