

Childminder report

Inspection date: 20 September 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

Children settle in quickly when they arrive at the setting. The childminder warmly welcomes children and their families. Children are happy and enjoy attending this welcoming setting. They form warm relationships with the childminder, who knows children and their families well. Children demonstrate that they feel safe and secure in the childminder's care.

Children confidently move around as they initiate their own play. Children have great fun and play well together. They are friendly and engage in conversations with each other. The childminder provides consistent and positive encouragement to children. As a result, all children are focused and confident learners. The childminder has high expectations for children's behaviour. Children are very well mannered and respectful of their environment. Their behaviour is exemplary.

Children enjoy a range of activities that follow their interests. In the garden, children use their senses to explore in the sensory kitchen and water tray. This learning has been created from children's interests. The childminder plans exciting experiences that successfully build on what children already know. For example, children make predictions and experiment, mixing colours as they create a swamp for the dinosaurs. This successfully extends and links their learning.

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

- Children develop strong and secure relationships with the childminder. When they start at her setting, the childminder gathers information from parents to find out what children like and about their routines. This helps her provide activities and resources that reflect children's interests. The childminder works in partnership with parents to ensure the settling-in sessions are carefully considered to help build children's confidence right from the start. This positively contributes to children's personal development and emotional well-being.
- Children are taken on a range of outings within the local community. They attend children's soft-play groups, parks and woodlands. Children are excited when they take the bus into town. The childminder helps children develop their understanding of how to keep themselves safe as they travel around their community. These opportunities also help to develop children's social skills as they mix with others in different social situations. Children develop an understanding of the community they live in and the world around them.
- Children have plenty of opportunities to develop their physical skills. They benefit from regular access to the garden for fresh air and exercise. Children carefully move around the setting with ease as they choose toys and resources of interest. Younger children are supported physically to develop their pouring skills as they carefully empty and fill the buckets.

- On the whole, children receive effective teaching from the childminder. She effectively models good language skills and supports children to learn new words as they play, such as 'float' and 'sink'. The childminder uses questioning to help extend children's learning. However, she does not consistently wait for children to think and demonstrate what they already know before offering her help. This means that, on occasion, the childminder does not build on children's learning as precisely as possible.
- The childminder actively supports her ongoing professional development and that of any assistants she works with. She ensures that mandatory training, such as first aid, is completed regularly. In addition, the childminder identifies a range of training opportunities. This helps to develop and extend their knowledge and skills in an ongoing manner.
- Children have a good understanding of healthy lifestyles. They independently blow their nose and wash their hands without prompt. Children engage in positive discussions about the healthy food choices they make. For example, children say they like to eat strawberries and mangos. Children learn to make positive, healthy choices.
- The childminder keeps parents updated about children's care needs and progress in a range of ways. She shares a range of home learning opportunities to ensure learning is consistent with home. Parents value the support the childminder offers to help with toilet training strategies. They comment positively about the setting. They state that the childminder provides exceptional care and support. They could not be happier with the service she provides.

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:

- consistently give children time to think and respond when asking questions in order to build on their learning even more precisely.

Setting details

Unique reference number	EY427118
Local authority	Blackburn with Darwen
Inspection number	10350956
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	0 to 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	20 September 2018

Information about this early years setting

The childminder works alongside her regular assistant. She registered in 2011 and lives in Blackburn, Lancashire. She operates all year round, from 7am to 5.30pm, except for bank holidays and family holidays. She holds a level 3 childcare qualification.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- The childminder and inspector toured the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including their aims and rationale for their early years foundation curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed interactions between the childminder and her assistant and the children.
- 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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