

Childminder report

Inspection date:

3 December 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

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and thrive in this welcoming and homely environment. The experienced childminder provides a wealth of carefully considered learning opportunities. As a result, children make excellent progress. The childminder differentiates activities successfully to meet the individual learning needs of all. For example, children delight in exploring the sensory tray, with tailored learning objectives for all ages. They thrive on the challenges, and this helps to build a wonderful 'can-do' attitude to their learning. Children demonstrate that they feel safe and emotionally secure in the childminder's care. They are confident and show genuine affection for the childminder.

Children develop extremely good behaviour and attitudes. The childminder is an excellent role model, who has high expectations of children's behaviour. Children listen very well and willingly help others. For example, they tidy up together after activities in harmony. Children are able to self-regulate their emotions and, with support from the childminder, can resolve disagreements themselves.

Children benefit from activities throughout the day to support their physical development. The childminder provides many activities to develop small-muscle skills, including mark making, which is embedded in her daily practice. The children go on lots of walks and enjoy outdoor learning in the garden areas. For example, they dig, plant, water and harvest vegetables and fruit, which they then use in meals. Children have wonderful opportunities as they go on regular trips into the community to see local school events, educational museums and zoos.

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

- The childminder places children at the heart of everything she does. She gathers extensive information about them and their families when they start at the setting. The childminder also shares pertinent information with other settings that children attend to provide continuity of care. The childminder has an excellent understanding of the abilities and interests of every child in her care. For example, during a sensory tray activity, older children find ice and discuss its properties while younger children find tinsel and learn words to describe how it feels. All children settle very quickly and make excellent progress.
- Promoting children's independence is a key part of the childminder's well-developed curriculum. She recognises this is a key skill for children to develop as part of their school readiness. The childminder promotes children's health and welfare needs exceedingly well. She teaches children good hygiene routines and supports them to manage their personal care as soon as they are able. They confidently manage their own clothing. For example, they put on their own coats and shoes ahead of a trip to a nursery. As a result, children are highly

independent and love to do things for themselves.

- The childminder places a strong focus on developing children's language and communication. She models excellent communication skills in every activity and understands the importance of asking open-ended questions. Children of all ages are offered ample time to think and process information before they respond. For example, the childminder asks children what items in a sensory tray feel like. They confidently answer the childminder, recalling previous learning. The childminder extends learning further by introducing new vocabulary.
- The childminder is exemplary in her teaching skills. Children benefit greatly from the mathematical activities that challenge and inspire them to learn through play. For example, when working out how many more reindeers they need to reach a particular total, they learn about complex sums, such as adding.
- The childminder provides a range of outings and experiences to support children's excellent understanding of the community and the world around them. They attend community groups and interact with people of different ages and backgrounds. The childminder uses a theme of 'light' for children to link other faiths and cultures to experiences of their own. For example, they discuss similarities of the light from birthday cake candles to Diwali, Eid, Christmas and Chinese New Year. This helps children to develop an understanding of society and builds their confidence in social situations extremely well.
- There are extremely strong partnerships with parents and other settings children attend. The childminder is highly proactive in her communication. She provides ongoing, detailed feedback to parents. The childminder initiates contact with other settings children attend and provides information to them. She also provides a highly focused transition to schools to ensure that children are fully prepared for the next stage of their learning. This promotes excellent consistency in meeting children's needs.

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	EY428898
Local authority	Lancashire
Inspection number	10364253
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 8
Total number of places	12
Number of children on roll	14
Date of previous inspection	7 January 2019

Information about this early years setting

The childminder registered in 2011 and lives in Bacup. She operates all year round, from 7am to 6pm, Monday to Friday. The childminder provides funded education for two-, three- and four-year-old children. She works with an assistant.

Information about this inspection

Inspector

Shaun Wilson

Inspection activities

- The childminder and the inspector took a tour around the areas of the childminder's home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- Children communicated with the inspector during the inspection.
- The inspector looked at a sample of the childminder's documents, including evidence of training and the suitability of those living on the premises.
- The inspector spoke with parents to gather their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder joined the inspector for a joint observation.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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