

# Childminder report

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Inspection date:

13 July 2023

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## **Overall effectiveness**

## **Outstanding**

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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 thrive and are incredibly happy at this delightful and welcoming provision. The childminder ensures an especially inviting and stimulating environment. As a result, children settle incredibly quickly. The experienced childminder has the highest aspirations for every child, including those with special educational needs and/or disabilities. Children immerse themselves in the high-quality learning opportunities the childminder provides through her thoughtfully planned curriculum.

Children enthusiastically explore the environment, engaging in high-quality interactions and activities, both inside and outside. Children use a vast range of resources and are encouraged to extend and lead their play. For example, younger children enjoy creating pictures on the mark-making wall in the outdoor area, using paints, chalks and materials. Older children independently choose a book and confidently practise their early reading skills. As a result, children are extremely independent in making choices about their play.

The childminder makes everyday tasks, such as washing hands, an enjoyable moment to explore learning. Children and the childminder merrily sing rhymes about soapy bubbles washing germs away. Furthermore, older children help young children to clean their nose by modelling self-care skills. This enables children to continually develop healthy lifestyle habits.

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

- The childminder shows how much she values the children through her constant praise and encouragement. She is an excellent role model and children mimic her caring nature. For instance, older children say 'well done, you did it yourself' to the younger children as they successfully identify animals in a book. As a result, children show they are learning how to understand their own emotions and the feelings of others.
- Children's behaviour is exemplary. All children show kindness and support their peers. During an activity, a younger child pointed to a toy that an older child was playing with. The older child passed the toy over and gently encouraged the younger child to use their manners by modelling please and thank you. All children understand the importance of sharing and taking turns in their play.
- The childminder is exceptionally patient and allows children ample time to have a go at tasks before initiating further support. For example, younger children spend time working out how to put their socks on. Older children are encouraged to attempt more complex tasks, such as zipping up their coats independently. Children consistently keep trying hard until they successfully complete their task. Therefore, all children are developing skills in resilience.

- Mathematics is integrated into all activities. For example, during snack time, older children use knives to slice fruit and confidently count individual pieces. They use more complex language, such as 'divide' and 'even' as they place them onto individual plates. This ensures children have plenty of opportunities to develop mathematical language.
- The childminder places high value on developing children's communication and language skills. She uses excellent sentence structure and articulates her words concisely. Older children use complex language to retell stories about past experiences. For example, they recall a recent trip to the zoo and talk about a scuba diver in the big fish tank. Moreover, they expertly explain that the wetsuit keeps the diver warm and the air tank helps them to breathe in the deep sea. Children are developing excellent communication and language skills.
- The childminder provides opportunities that children may not otherwise experience. Furthermore, she makes sure that children do not miss any opportunity to learn. Children venture out on trips to the library and nature trails. This helps them to develop an awareness of their local community and the world around them.
- Parents are incredibly positive about the childminder. They say that the development in children's self-confidence and independence has been rapid. The childminder goes above and beyond to work with families to gain an insight into children's lives. She expertly weaves this into her curriculum. This enables all children to have the best possible start to their education journey.
- The childminder has strong relationships with local schools, childminders and early years settings. She regularly communicates with other providers to discuss children's progress. This helps children experience continuity in their learning.
- The childminder strives to improve her already excellent practice. She completes training targeted to children's individual interests and needs. Therefore, ensuring children reach their best possible outcomes in their learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety and welfare are paramount. The childminder carries out regular and detailed risk assessments to ensure that children are safe. Children demonstrate that they have a secure understanding of how to stay safe on outings. For example, when holding the pushchair, they know they need to walk on the inside, away from the road. The childminder has excellent knowledge of safeguarding and child protection. She can recognise the signs, symptoms and behaviours that may indicate abuse or neglect. Furthermore, she has a secure understanding of the referral process that she must follow if she is ever concerned about the welfare of a child.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY431432                                                                          |
| <b>Local authority</b>                             | Lancashire                                                                        |
| <b>Inspection number</b>                           | 10289127                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 13 November 2017                                                                  |

## Information about this early years setting

The childminder registered in 2011 and lives in Lancaster, Lancashire. She operates all year round from 7.45am to 5pm, Monday to Thursday. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kelly Little

### Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic and has taken that into account in their evaluation of the setting.
- The inspector viewed 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 the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The inspector sampled documentation, including the childminders paediatric first-aid certificate.
- The inspector carried out a joint evaluation with the childminder.

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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