

Childminder report

Inspection date: 21 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time with the thoughtful childminder. They show that they feel safe as they chat happily with her. Children show that they have close relationships with their friends. This is something that the childminder is very mindful of in response to the COVID-19 pandemic. She helps children to develop their social skills. The childminder takes children on outings where they see people who look and dress differently from them. Children begin to understand and make sense of their world.

Children behave extremely well and are exceptionally thoughtful. They notice when their friends need help and are quick to come to their side. Children work collaboratively with their friends. For example, they work together to make juice from fresh fruit. They are extremely proud of their achievement. They offer adults who are new to them some of their juice to taste. Children display high levels of confidence and are eager to live up to the high expectations which the childminder has of them.

Children display overwhelmingly positive attitudes towards their learning. They are fascinated by the interesting activities which the childminder offers them. For example, children learn more about the animals and insects that interest them when the childminder takes them to the home of a friend who keeps exotic pets. Children hold snakes and spiders and learn interesting facts about animals. Children are equally engaged in the activities which they do every day, such as jumping on the trampoline. Children learn to balance and hone their coordination skills. This promotes children's physical development and overall well-being.

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

- The childminder is dedicated to her role. She sources training to benefit children. For example, she has completed a series of online workshops on teaching mathematics. She weaves mathematics throughout all areas of learning and teaches it in interesting ways, such as counting in different languages. Children make excellent progress in this area. Pre-school children are proficient in counting to 20 and can do simple addition and subtraction.
- The childminder works with schools that the children will attend to ensure that the transition on to the next stage of their education is smooth. Children visit their new school with the childminder. She helps children to begin to learn some of the educational programmes that they will follow in their Reception Year. This helps children to gain confidence in readiness for starting their new school.
- The childminder places a strong emphasis on books and reading. She schedules a session each day where children see her read her own book while they also read or look at books independently. Children learn to love reading and see that

this is something that they can do throughout their life. Pre-school-age children can identify most letters and are beginning to learn to read.

- Children who speak English as an additional language are well supported. The childminder, who speaks four languages, offers many opportunities for children to practise both English and their home language in their play. She encourages all children to begin to learn other languages. For example, she greets children in different languages and encourages them to reply in the same. Children's communication skills are very well supported.
- The childminder plans an ambitious curriculum based on what children know and can do and what they need to learn next. She knows the children very well and uses observation effectively to monitor and assess their progress. She quickly identifies any emerging gaps and puts support in place to narrow or close these gaps. All children make good progress across all areas of learning.
- The childminder forms strong relationships with parents. She gives parents information about their children's progress and helps them to extend children's learning at home. For example, she sends home 'chatting with children' cards to promote interesting discussions. Parents' comments are consistently positive. For example, they describe the childminder as being of 'gold standard'.
- The childminder supports children's developing independence skills exceptionally well. She empowers children to believe in themselves and to foster a can-do attitude. She allows children time to think and to solve problems for themselves. She constantly asks children 'What do you think?', and 'How do you think we could do it?'. Children understand the effects of an unhealthy diet on their bodies and on their teeth. They choose healthy options because they have acquired the knowledge to make healthy choices.
- The childminder works with an assistant. She is confident that her assistant adds to the rich experiences that she provides for children. However, she is aware that her assistant sometimes lacks confidence. While she understands the importance of providing additional support for them to further enhance their knowledge and skills, as this occasionally hinders the high-quality teaching that children otherwise receive, she is yet to embed this.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of safeguarding policy and practice. She understands how to identify children who may be at risk of harm and how to keep children safe. She understands the indicators of abuse and knows the procedures which she must follow if she has a concern about a child's welfare. The childminder completes mandatory training and also keeps her knowledge fresh and current by sourcing additional training. For example, she has completed online training on domestic abuse. The childminder helps children to learn to keep themselves safe. For instance, she teaches children about online dangers and how to protect themselves while using technology.

What does the setting need to do to improve?

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

- enhance support for assistants to raise the quality of education for children even further.

Setting details

Unique reference number	EY434017
Local authority	Blackpool
Inspection number	10129113
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	18 May 2016

Information about this early years setting

The childminder registered in 2011 and lives in Blackpool. She works with an assistant, who is also her husband. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a relevant qualification at level 3. The childminder 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 her premises to the inspector and discussed her curriculum intents.
- The childminder and the inspector completed a joint observation of practice together.
- Children spoke to the inspector throughout the inspection.
- The childminder spoke to the inspector throughout the inspection about her provision and practice.
- The inspector observed routines of the day, care practices and teaching practice.
- A sample of relevant documents were viewed and taken into account, including paediatric first-aid certificates.
- Parents gave written feedback which was taken into account by the inspector.

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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