

Childminder report

Inspection date: 24 November 2023

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 feel safe and secure as they are warmly welcomed by the caring childminder. They settle quickly and are confident and happy in the childminder's home. Children gain important skills that will support them when they start school. For example, they learn how to play well with others and to follow rules. Children listen attentively to requests and instructions. They are encouraged to make their own decisions as they explore the wide range of resources. Their behaviour is very good. Children enjoy telling visitors about the trips they take with the childminder. This demonstrates how secure children feel in the childminder's care.

Children respond well to the childminder's calm manner and understand the setting's routines. For example, children know to wash their own hands before mealtimes, which supports their independence. The childminder has high expectations and clear intentions for children's learning. She plans a range of activities to help children to make good progress across the broad curriculum. The childminder carefully plans activities to support children to develop an awareness of what a healthy lifestyle is. They understand the importance of exercising regularly, eating a balanced diet and looking after their teeth. Children are encouraged to think about keeping themselves safe.

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

- The childminder gathers significant information from parents about what the children already know and can do when they first start attending the setting. She combines this detail with her own observations to make assessments of children's starting points and plan effectively for the next stages in their learning.
- The childminder makes observations and assesses children's development regularly. She shares children's progress with their parents and identifies any gaps in learning. The childminder plans activities around children's interests to help support their learning. This allows the children to make good progress. The childminder works closely with parents to ensure that support for their children is consistent.
- Developing children's language and communication skills is a priority for the childminder. She role models language and supports children to pronounce words with greater accuracy. However, on some occasions, the childminder does not use effective techniques to encourage children to think critically and solve problems for themselves.
- Children are independent learners. They are able to make choices from resources in the dedicated playroom and make choices in their play and learning. However, sometimes, the childminder does not review the organisation of the learning environment to provide a space for children to play freely.

- The childminder provides children with opportunities to learn about oral health. Children use their imaginations and play with role-play resources associated with dentistry. The childminder asks children about their own oral hygiene routines at home. This supports children to develop their understanding of how to make healthy lifestyle choices.
- On the whole, children play well together. At times, the childminder will remind the children to share their toys and play with their friends. Children listen and respond to the childminder with minimal fuss. This demonstrates the important skills they are learning to help them play together and form positive relationships.
- The childminder is committed to undertaking training to update her existing skills and knowledge. She accesses a range of training opportunities, provided by the local authority, to support her development. This helps her to further support the children and maximise their learning.
- The childminder provides children with a range of opportunities to explore the local community. They visit the park, and children take part in regular music and dance classes. This ensures that children are physically active each day. They meet other childminders regularly so that children can socialise with bigger groups and different age ranges. This supports children's growing personal, social and emotional development.
- Parents highly recommend the childminder. They comment on how well supported they feel. Parents talk about the information that is shared with them. They feel well informed about their children's development and how they can support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of child protection. She has completed relevant safeguarding training to keep up to date. The childminder is very familiar with the local authority's reporting procedures and knows exactly what to do if she is concerned about a child or family. The childminder supervises children closely while they play. Children learn how to keep safe in the childminder's home. For example, they tidy away toys to make space so that they do not trip over.

What does the setting need to do to improve?

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

- use effective strategies to consistently help children think critically and solve problems independently
- refine the organisation of the learning environment, to fully promote children's engagement and focus on learning.

Setting details

Unique reference number	EY434366
Local authority	Lancashire
Inspection number	10301445
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 January 2018

Information about this early years setting

The childminder registered in 2011. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for family holidays. The childminder holds a relevant childcare qualification at level 2.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The children communicated with the inspector during the inspection.
- The childminder and the inspector reflected on children's learning together. The inspector observed the quality of teaching during activities and assessed the impact on children's learning.
- The inspector took account of parents' views through written feedback provided.
- 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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