

# Childminder report

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Inspection date: 31 January 2023

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are safe, happy, and extremely well-settled with the childminder. The childminder's calm and gentle manner places children at ease. Children behave well because they know what is expected of them. Children display high levels of self-confidence and self-esteem. For example, they eagerly greet visitors to the setting. Children are excited to showcase their toys and tell visitors all about what they enjoy the most while they are in the childminder's care.

Children benefit from a well-balanced and carefully thought-out curriculum. For example, the childminder includes children's individual interests and takes into consideration experiences from children's home lives. As a result, all children, including those who are funded, make good progress and are ready for future learning and eventually, school.

Children proudly talk about their families and friends at the setting. Children demonstrate their good communication skills as they fondly recall and talk about those children who have now left the setting to attend school. Children have a positive attitude to learning. They are eager to have a go and try new things.

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

- Despite some limitations placed on the childminder due to the COVID-19 pandemic, she has kept up to date with all mandatory training. She has worked with parents and children to make some beneficial changes to her provision. For example, she now uses a wider range of communication tools with parents that better suit their needs. However, the childminder now needs to sharply focus her professional development and seek further opportunities to extend her teaching skills to help raise the quality of her interactions with children to the highest levels.
- Children are confident communicators. Older children relish opportunities to talk about their favourite superheroes. They vividly describe each superhero power and explain how they will use these to help others. The childminder introduces new words, such as 'universe' and 'infinity'. This helps children to widen their vocabulary and deepen their understanding. Toddlers enjoy singing and joining in with the actions to their favourite songs and rhymes.
- Children are supported to eat healthily and lead a healthy lifestyle. Children benefit greatly from the vast array of trips and outings they attend with the childminder. These include, walks in the local community, visiting the nearby park, attending groups and most recently, swimming. These support children's physical health and development and help them to gain an awareness of their local and wider community.
- In the main, children develop good independence skills. Older children

independently use the bathroom and wash and dry their own hands. Younger children select their own toys and resources with ease. However, the routine at mealtimes is not organised in a way that helps children build on their existing independence and enables them to extend their self-help skills. For example, children are not encouraged to eat at the table. This means children do not benefit from opportunities, such as serving themselves, pouring their own drinks and being included in the social occasion of mealtimes.

- Children have good imaginations and are creative and critical thinkers. For example, children make their own creations using play dough and cutters, draw their favourite superhero characters and predict what might happen next in a story. When children encounter a difficulty, they quickly fathom a way to resolve this. For instance, they use the lid off of a tub of play dough to flick open a bottle of paint. Children then experiment with paints and notice how the colours change as they mix them.
- Parents value the childminder and describe the level of service they receive as, 'outstanding'. Parents say that their children have, 'come on leaps and bounds' in the childminder's care. When care is shared, the childminder makes every effort to ensure there is consistency for the children. For example, she visits children in nursery and liaises with their key person. This further ensures children's emotional well-being and supports their continued learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended safeguarding and child protection training. She has a robust understanding of her roles and responsibilities to safeguard children. This includes making timely referrals and seeking appropriate guidance from relevant professionals should the need arise. Her home is clean, safe and secure. She helps children to develop an understanding of how to keep themselves safe. For example, children know to seek permission to go upstairs alone to use the bathroom. All outings and visits the childminder undertakes with the children are thoroughly risk assessed. This further assures children's safety and well-being.

## What does the setting need to do to improve?

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

- strengthen arrangements for continued professional development to raise the quality of educational practice to the highest levels
- review routine times of the day, particularly mealtimes, to better support children's independence and self-help skills.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY436315                                                                          |
| <b>Local authority</b>                             | Lancashire                                                                        |
| <b>Inspection number</b>                           | 10269462                                                                          |
| <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> | 0 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 9 January 2019                                                                    |

## Information about this early years setting

The childminder registered in 2011 and lives in Astley, Chorley. She operates all year round, from 6.45am to 6.15pm, Monday to Friday. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Donna Birch

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took into account the views of parents by means of viewing written feedback that was made available on the day of inspection.

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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