

Childminder report

Inspection date: 12 May 2022

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 are extremely confident and happy when they arrive at the setting. They have warm relationships with the childminder and her assistants. This helps children to feel safe and secure in their environment, which enables them to explore with ease. Children are encouraged to make their own choices and to independently complete tasks such as tidying away their coats and shoes and handing out the water bottles at mealtimes. Older children are proud to take on these helpful roles. All children play well with their friends and are mindful of each other's needs and feelings. They know what behaviours are expected from them and respond well to the requests and praise they receive.

Children have lots of opportunities to develop their physical skills inside the setting and when outdoors. They laugh and jump, high and low, as they burst bubbles in the garden. Additionally, children excitedly sing, sign and dance to their favourite songs. This, in turn, helps to support their already good communication and language development.

Although parents do not enter the setting, as a result of the COVID-19 pandemic, they are happy with the regular photos they receive during the day. This helps to reassure parents that their child is happy and settled. Children's personal care needs are sensitively met by the childminder and her assistants. They are passionate about providing children with the best standard of care and education before they leave for their next stages in learning, such as school.

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

- The childminder and her assistants use children's interests to provide exciting activities and learning experiences for children. However, they do not always fully consider how they may adapt these opportunities to meet the learning needs of all children. Occasionally, younger children join activities they are not able to meaningfully engage with. This sometimes leads to older children not being able to focus.
- Children are encouraged to develop their literacy skills. The childminder encourages children to use chalks in the garden to make marks on the floor. Children describe what they have drawn and recreate stories together using past events, such as visits to the park. Additionally, children spray water out of bottles. This movement helps to build strength in children's hand muscles, to aid their early writing abilities.
- Parents have good relationships with the childminder. They are happy with the wide range of experiences the childminder provides for their children and the progress they make while in her care. However, parents are not always encouraged to extend their children's learning and development at home. The

childminder has recognised the need to strengthen her techniques to engage all parents further.

- The childminder evaluates and changes her setting well to accommodate the changing needs of children. For example, the childminder and her assistants have created a 'cosy corner' where younger children can go to rest. Children listen to relaxing music and are comfy among soft resources. This helps them to remain calm during the day and regulate their emotions.
- Children are encouraged to investigate and explore some mathematical and scientific concepts. They work out how to help toy animals escape from ice. Children use their own ideas to melt or smash the frozen blocks. They are supported to build on their knowledge by the childminder and her assistants. Children are asked to consider which methods will work fastest. This helps children to focus and continue their thinking and problem-solving skills.
- The childminder provides children with good opportunities for them to appreciate and understand differences within the local community. They visit playgroups where they learn to interact with a range of people. This helps children to develop positive social skills and to respect others.
- Children are independent. They confidently know where to access a tissue if they need to wipe their nose and how to dispose of this. Children are able to wash their hands and use the bathroom with minimal support.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants update their safeguarding knowledge regularly. They confidently recognise key indicators of child abuse, including online grooming and extreme behaviours. The childminder understands her responsibility to respond quickly to any child protection concerns. She follows the most up-to-date local authority guidance. The childminder and her assistants have current first-aid qualifications and complete required records for any accidents that occur. They regularly check the environment to minimise any potential risks to children's safety. The childminder encourages children to stay safe during play. For example, she reminds children to climb up the steps and to be mindful of how some equipment can become slippery when wet.

What does the setting need to do to improve?

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

- strengthen the curriculum further so that children of all ages have consistent opportunities to interact with activities that are well matched to their levels of development
- enhance techniques that encourage parents to understand children's next steps in learning in order to continue their progress at home.

Setting details

Unique reference number	EY441675
Local authority	Lancashire
Inspection number	10235656
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 9
Total number of places	12
Number of children on roll	13
Date of previous inspection	23 February 2017

Information about this early years setting

The childminder registered in 2012 and lives in Accrington. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants. They all hold suitable childcare qualifications at level 3.

Information about this inspection

Inspector

Rachel Waterhouse

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 that into account in her evaluation of the provision.
- The inspector, childminder and the assistants held a number of discussions at suitable times during the inspection.
- The childminder and the inspector had a learning walk around all areas of the setting to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of education delivered during activities and assessed the impact on children's learning.
- Parents' verbal views were taken account of 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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