

Childminder report

Inspection date: 1 July 2024

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

The childminder offers a home-from-home environment, where children and parents are warmly welcomed each day. She gathers information from parents when children first start, to understand children's unique needs. She carefully observes children as they play and identifies areas in which they may need support. The childminder plans a curriculum which supports children to practise new skills. This helps children to develop in all areas of their learning and development.

The childminder offers lots of opportunities for children to build their communication and language skills. For example, she provides a running commentary for children as they play, sings songs and reads stories. This supports children in being able to make their needs known and become confident communicators. Children are active learners and make good progress.

The childminder is a good role model and promotes positive behaviour very well. She models when to say please and thank you as children play with resources. Children listen carefully and copy her as they build their understanding of sharing resources and turn taking. The childminder offers consistent praise and encouragement as children play alongside each other. Children independently go to her for reassurance or a warm hug. This demonstrates that children feel secure and happy in her care.

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

- The childminder has developed a creative curriculum, which engages children in play and learning. Children are able to sequence their learning as they build their confidence. For example, children play superheroes with small figures before getting dressed up as a superhero and acting out different stories. Children develop good imaginative skills and build their creativity and confidence.
- The childminder promotes all areas of learning. For example, children develop their problem-solving skills as they talk about the weather and decide what day of the week it is. However, the curriculum for mathematics is not as well embedded. At times, the childminder introduces concepts which are too difficult for children, such as three-dimensional shapes and the name of a ten-sided shape. This does not help children to build a secure understanding of early mathematical concepts.
- Parent partnerships are good. The childminder invites parents to be part of children's assessments and shares meaningful information about children's development. She supports home learning. For example, she sends books home which parents can read as a bedtime story. The childminder offers advice on areas such as behaviour and promoting language at home. These partnerships help to build a consistency of care for children.

- Partnerships with other professionals are in place. The childminder meets with other childminders to share good practice and receives support from local authority advisors. However, the childminder does not consistently share information with other providers, such as when children attend another provider or start school. This does not support effective transitions as children move between carers.
- Children build their understanding of the world. The childminder takes children on regular outings and local playgroups. This allows children to play with a wider circle of friends and build their social skills. The childminder talks with children about finding a safe place to cross the road and making sure they wear a seat restraint in the car. These opportunities help children to appreciate their local community and develop an understanding of personal safety.
- Children are developing a knowledge of healthy lifestyles. They play outside every day, access drinking water as they choose and go on lots of different outings. Children enjoy showing their gymnastic movements as they attempt hand stands and giggle as they attempt forward rolls on the floor. Children demonstrate that they enjoy exercise and have good physical skills.
- The childminder evaluates her provision and identifies areas that she can develop to better support children. For example, she rotates resources to ensure they interest children and support their natural curiosities. She attends mandatory training, such as first aid, to ensure she keeps her skills up to date. She meets regularly with other childminders and is a member of specialist online groups to develop her knowledge. This allows her to evaluate her provision so that it is constantly adapting to meet the needs of children in her care.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- improve the curriculum for mathematics, in order to help children to build a secure knowledge of early mathematical concepts
- build partnerships with other providers, in order to share information about children's development, especially at times of transition.

Setting details

Unique reference number	EY442412
Local authority	Lancashire
Inspection number	10339205
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	4 July 2018

Information about this early years setting

The childminder registered in 2012 and lives in Preston. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Elisia Lee

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation with the childminder.
- Parents shared their views of the setting through written comments.
- 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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