

Childminder report

Inspection date: 12 October 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

The childminder helps children settle in and feel at home in her care. Babies who are new to the childminder quickly form strong attachments to her. Older children demonstrate their sense of security as they happily include visitors in their play. They confidently share their imaginary popcorn and discuss which film they are going to watch at their pretend cinema. The childminder supports children's positive attitudes towards their play and learning as she follows their lead and facilitates interesting activities to extend their thinking.

The childminder displays patience and sensitivity when children are, for example, toilet training. She offers enthusiastic praise for children's efforts and achievements. This boosts their self-esteem and helps them understand her expectations. The childminder teaches children how their behaviour affects others. Consequently, children behave well and are polite. For example, they ask to 'please leave the table'.

Children are excited by the interesting activities and resources the childminder provides and are curious in their play and learning. For instance, they are keen to make 'real porridge'. Children are delighted when they mix the oats and water, and the porridge flows out of the pot just like in the story they read. The childminder supports children to make good progress in all areas of their learning.

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

- The childminder supports children's developing communication and language skills well. The text-rich environment helps children include early reading in their play. For instance, children use menus and recipes while they role play in the kitchen area. They make marks that are meaningful to them as they practise early writing skills. Children are confident communicators.
- The childminder weaves number and mathematical language throughout her teaching. This helps children gain a sound early understanding of mathematical concepts. They count with confidence from a young age and build solid foundations for future learning.
- The childminder supports children's physical skills and understands how to sequence children's developing skills. She helps babies practise sitting unaided, building their core strength. Older children learn to control their arm movements and build strength in their small hand muscles before attempting to control a pencil. This helps children embed knowledge and master their learning.
- The childminder plans for older children's learning effectively, linking their knowledge through interesting activities. Positive interactions with babies help them make good progress. However, planning for younger children is not always targeted precisely for their needs. As a result, learning is more incidental,

particularly within activities for children of mixed ages.

- The childminder uses outings effectively to support children's learning and to help develop their social skills. For instance, children learn about religious celebrations, such as Diwali, while they attend playgroups. They say 'hola' and 'gracias' as they greet the school crossing patrol staff in their own language. This helps children learn about the diverse world they live in.
- The childminder helps children develop independence and teaches them key life skills, such as dressing themselves and eating as a group at the table. However, the messages she conveys to children about hygiene routines are inconsistent. This can, on occasion, hinder their understanding of cross-contamination of germs.
- The childminder works hard to build strong relationships with parents. She keeps parents informed about their children's learning and works closely with them to monitor and assess children's development from the outset. This helps to maintain consistency of children's care and learning.
- The childminder is proactive in sourcing training that is targeted to benefit the children attending. For instance, she completes training on 'school readiness' as children approach school age. This helps her prepare children for their move on to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding policies and procedures, including how to manage allegations appropriately. She frequently refreshes her knowledge by completing additional online learning. The childminder understands how to identify when a child is at risk of harm and how to refer concerns on to appropriate authorities. She completes risk assessments of her premises and while on outings to help keep children safe in her care. The childminder has completed training on managing allergies to help keep children with specific dietary requirements safe.

What does the setting need to do to improve?

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

- plan for babies' learning with more focus to bring it up to the high standard of planning already in place for older children's learning
- strengthen teaching around hygiene routines to ensure that children receive consistent messages.

Setting details

Unique reference number	EY448181
Local authority	Lancashire
Inspection number	10308379
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	14 March 2018

Information about this early years setting

The childminder registered in 2012 and lives in Fulwood, Preston. She operates all year round, from 7.45am to 5.45pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 4. She 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 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 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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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