

Childminder report

Inspection date: 27 November 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's home is warm and inviting for children to attend. The childminder speaks kindly to children and her attentive nature immediately puts children at ease. The childminder uses kind words and a gentle tone to create an atmosphere of safety and security. This fosters a sense of trust among the children. They eagerly show affection by giving spontaneous cuddles to the childminder. Children form strong, sibling-like relationships with each other. The childminder provides a sense of continuity for children and their families.

The childminder develops a rich curriculum that is based on children's interests and her understanding of what they need to learn next. She demonstrates a good knowledge of where each child is developmentally and what interests them. Children understand the structure of their daily activities. The childminder talks to children about what she observes them doing and explains her own activities. Throughout the day, the childminder actively interacts with children to help promote the development of their language skills. Children benefit from valuable experiences, including outings that enhance their knowledge of their community and the world around them. For example, they participate in Remembrance Day activities. They take weekly trips to a nearby forest school and join in gymnastics sessions locally. Children develop a good understanding of the community in which they live.

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

- The childminder plays a crucial role in helping children to understand basic mathematical concepts and number. For example, children actively engage in counting at every opportunity. This enables them to learn to sequence and represent different quantities and numbers. Children develop a good understanding of mathematical concepts.
- The childminder closely monitors children's development and evaluates their progress effectively. Children make good progress in all areas of learning and development. The childminder has a good knowledge of child development. She plans activities and outings that support children to achieve the next steps in their learning and development. The childminder skilfully plans children's next steps in learning based on what they already know and what they need to learn next.
- Overall, children behave well. The childminder has clear expectations in place to support children to learn about rules and boundaries. For example, when children have a disagreement, the childminder encourages them to share. However, she does not always help children to understand how their behaviour may make others feel, in order to help to enhance children's understanding of good behaviour.

- Children have many opportunities to be physically active. They visit a local forest school every week and attend a gymnastics class. The childminder's garden enables children to develop their larger muscle movement. For example, children use their arms to pour and their legs to pedal and push. This helps to build children's physical strength and contributes to their overall good health.
- Children feel a sense of belonging in the childminder's home. The childminder has thoughtfully created a display featuring photos of the children positioned at the children's level. This is a focal point for children, encouraging interaction and discussions about each child's similarities and differences.
- The childminder reflects on the opportunities she offers children. She makes changes to promote children's safety and participation. This includes providing a small table and chairs for children to use at snack time and mealtimes. The childminder sits with the children as they eat so she can always hear and see them. This helps to keep children safe during mealtimes.
- The childminder undertakes regular professional development. For example, she has completed training that increases her knowledge of how to support children's communication and language development. This has helped the childminder to extend her skills in support of individual children's learning needs.
- The childminder knows what children are interested in, such as mark making. She ensures they have lots of different opportunities to develop hand control and make marks, such as drawing and writing with pens. Children choose from chalks, water and brushes and electronic writing boards. The childminder supports children to develop their fine motor control and hand-eye coordination by modelling how to hold small equipment effectively. This helps to prepare children in readiness for early writing.
- Partnerships with parents are effective and valued. Parents express their gratitude for the childminder's regular updates on their children's daily activities and the progress they make while attending. They appreciate her flexibility and the high level of care and attention that their children receive in her home. The childminder supports parents to contribute to their child's learning at home. This helps to provide a consistent approach to children's learning and experiences.

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:

- support children to begin to understand emotions and how their behaviours may make others feel.

Setting details

Unique reference number	EY450765
Local authority	Lancashire
Inspection number	10363745
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	2 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 January 2019

Information about this early years setting

The childminder registered in 2012 and lives in Haslingden, Lancashire. She operates all year round, from 7.30am to 5.45pm from Monday to Thursday, except for bank holidays and family holidays. The childminder has an early years qualification at level 3.

Information about this inspection

Inspector

Denise Barnes

Inspection activities

- 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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample range 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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