

Childminder report

Inspection date: 3 May 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

Children develop positive relationships with the childminder and her assistant. They show that they feel safe and are very happy in the childminder's home. Older children immediately introduce themselves to visitors, while younger children smile and wave. Children develop strong bonds with each other and learn to consider others as they play. For example, the childminder helps younger children to take turns and share when using the chalk outside. This supports them to settle well and to explore and play with confidence.

All children make good progress. The childminder has a clear and well-planned curriculum in place. She knows the children well and plans activities that follow their individual interests. Furthermore, the childminder recognises the impact of the COVID-19 pandemic on children's social skills. Consequently, she provides opportunities for children to play with other children outside of her setting. For example, children discuss the coronation and how they enjoyed making crowns using 'diamonds' with the help of their friends at playgroup. Opportunities such as these contribute towards children developing good social skills.

The childminder has high expectations for all children. Children follow adult instruction and routines well. The childminder speaks to the children with respect and is a good role model. For example, older children happily tidy up their toys before starting another activity. Moreover, younger children say please and thank you. Children develop respect for others and behave well.

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

- Children develop good speech and language skills. The childminder and her assistant ask thought-provoking questions and provide time for children to think, respond and demonstrate what they know. They skilfully model language to children and extend their vocabulary as they play. For example, the childminder uses words such as 'turquoise' to describe a shade of blue as children arrange coloured beads. When younger children mispronounce words, the assistant praises their efforts and repeats the word back correctly. Children's communication and language skills are supported effectively.
- The childminder links activities effectively. This helps children to remember what they have previously learned. For example, older children draw submarines after learning about them on a treasure hunt. The childminder encourages children to recall past learning in order to build on what they already know and can do.
- The childminder knows the children well and plans a range of exciting opportunities. Children demonstrate motivation to learn. Younger children enjoy using spoons, tweezers and funnels to fill pots with coloured pasta and rice. They excitedly explore the different shapes and are encouraged to count as they

fill the pots. Children recall having soft pasta for tea. However, occasionally, during activities, the childminder does not recognise opportunities to extend children's emerging interests, in order to maximise their learning fully.

- The childminder encourages children's independence. For example, older children skilfully use a knife to cut a banana, while younger children put their own shoes on. Children learn to manage their personal care needs independently, such as going to the toilet and washing their own hands. This helps them to develop their confidence and self-esteem in readiness for school.
- Children develop a good understanding of the importance of a healthy lifestyle. The childminder works in partnership with parents to provide healthy packed lunches. Children get plenty of fresh air and enjoy running and jumping in the garden. Children always have access to fresh water, and older children remind the younger children to have a drink when playing outside. Furthermore, the childminder talks to the children about the importance of good oral health. For example, children talk about how milk is good for teeth.
- Parents speak highly of the childminder. They value the support and ideas she provides to help them contribute to their child's learning at home. The childminder talks with parents on a daily basis. Parents especially like to receive electronic updates on their children throughout the day. They say that their children are in safe hands and have made progress quickly.
- The childminder and her assistant regularly attend training to develop their practice and keep their knowledge up to date. They reflect on the individual needs of children and carefully target opportunities to extend their professional knowledge and skills. This helps the childminder and her assistant to ensure that all children are well supported.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role to safeguard children. She offers a safe and secure environment. The childminder has stringent risk assessments in place, such as when children have supervised contact with the family dogs. She keeps her knowledge of child protection issues up to date. The childminder and her assistant can identify the signs and symptoms of possible abuse. They know how to refer any concerns they may have to the relevant agencies to ensure that children are protected. The childminder understands the action to take in the event of an allegation being made.

What does the setting need to do to improve?

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

- recognise when to use children's emerging interests in order to fully extend their learning during activities.

Setting details

Unique reference number	EY459228
Local authority	Lancashire
Inspection number	10285589
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	1.5 to 4.5
Total number of places	6
Number of children on roll	5
Date of previous inspection	11 October 2017

Information about this early years setting

The childminder registered in 2013 and lives in the Fulwood area of Preston. The childminding provision operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder works with an assistant. The childminder provides funded early education for children aged two-, three- and four-years old.

Information about this inspection

Inspector

Kelly Little

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 into account in their evaluation of the provider.
- The childminder showed the inspector all areas used for childminding.
- The inspector held discussions with the childminder and her assistant at appropriate times during the inspection.
- The inspector viewed relevant documents, including a first-aid certificate.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector viewed the parent testimonials provided.

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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