

Childminder report

Inspection date: 16 March 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 are very happy and relaxed in this experienced childminder's 'home-from-home' environment. Children benefit from individual attention from the childminder who knows them and their needs well. Children's care needs and routines are well supported during the day. For example, a snack table is available, offering fruit, milk and water to children. This helps to support a healthy lifestyle. Children build strong bonds with the childminder and snuggle up for a cuddle before they fall asleep. This makes them feel secure and content.

The immaculate environment is well resourced and ignites the interests of the children. Children select resources independently and the childminder skilfully teaches new words, such as 'fox' and 'owl'. Children's language skills are well supported. They visit the dough area, developing their physical skills as they roll and squeeze the dough with delight.

Children behave very well and are polite. For example, the childminder models language such as 'please' and 'thank you', encouraging children to repeat these back to her at appropriate times. Children are supported to wipe their noses and clean their hands. Care and hygiene practices are well embedded. Children are therefore beginning to learn simple manners and independence skills.

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

- The childminder continually talks to children and sings to them. She interacts attentively with children, encouraging them to develop their speech and language skills. For example, story spoons are used for children to choose a rhyme to sing together. This extends their vocabulary. However, the childminder does not always further extend activities to develop children's learning further.
- The childminder nurtures children's needs well. Children's social and emotional development is very effectively supported. They benefit from continuous praise given by the childminder and beam with pride as she notices their achievements. This supports children's confidence levels and self-esteem.
- The experienced childminder works closely with parents to establish children's starting points and daily routines. This means children settle in quickly and their needs are met. Children with special educational needs and/or disabilities (SEND) are particularly well supported by the knowledgeable childminder. She works alongside parents and other professionals to ensure that children with SEND receive the targeted support that helps them make good progress from their starting points.
- Partnerships with parents are effective. The childminder provides them with updates of things that their children do throughout the day with a daily diary. She uses her expertise and experience to offer support and guidance to parents

regarding any concerns that they may have. For example, they discuss sleeping concerns and view local primary schools together. One parent praises the childminder for 'always being there when I need advice' and for playing a vital role in guiding, teaching, supporting and caring for their child. These partnerships help to provide a consistency of care for children.

- The childminder enhances her curriculum with outings throughout the week. Children walk to local parks and the seafront. This helps them to develop strength and stamina in their legs. It also helps to enrich children's lives and learn about the world around them. The childminder regularly takes children to groups in the local community. For example, children visit the library. This helps to develop children's love of books and literacy skills.
- The childminder is reflective about her practice. She continues to build on her own professional development to help to enhance children's experiences. The childminder acquires skills through training to gain deep understanding of children's needs, particularly children with SEND. The childminder works with other providers, including schools, to ensure that children have a smooth transition between settings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is safe and secure. The childminder understands her responsibilities to safeguard children. She has updated her safeguarding training and is aware of the signs of abuse and neglect. The childminder understands the procedures to follow if she has concerns about a child's welfare. She has a clear knowledge of procedures to follow to give and store children's medication. The childminder keeps up-to-date records of children and records children's attendance accurately. She keeps children safe on outings to public places and teaches children about road safety, supporting children to be safe.

What does the setting need to do to improve?

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

- strengthen teaching strategies to extend learning opportunities for children to help them make even more progress in their learning.

Setting details

Unique reference number	EY469077
Local authority	Lancashire
Inspection number	10263044
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	4 to 4
Total number of places	12
Number of children on roll	1
Date of previous inspection	18 April 2017

Information about this early years setting

The childminder registered in 2013 and lives in Morecambe, Lancashire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 6. She works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emma Ashcroft

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 setting.
- 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, with a particular focus on communication and language.
- Parents shared their views of the setting with the inspector.
- The inspector held discussions with the childminder and looked at relevant documents, including a first-aid certificate and the suitability checks of all adults living on the premises, at appropriate times during the inspection.
- The inspector held various discussions with the childminder on subjects such as her professional development

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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