

# Childminder report

---

Inspection date: 15 August 2024

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |      |
|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder knows the children in her care well. She gathers detailed information from parents when their child first starts to attend. The childminder understands what motivates and helps to settle each child as they arrive. She provides activities that children like and offers gentle reassurance to help all children settle and be ready to learn. The childminder is always on hand to offer her support and guidance. Children form very close, trusting bonds with the nurturing childminder. They seek her reassurance and receive an abundance of cuddles and praise. Children develop positive attitudes to their learning. They demonstrate that they feel happy and safe in the childminder's care.

The childminder uses her knowledge of what children need to learn to develop a well-sequenced curriculum. She knows the skills that children need to acquire to make good progress. Children's developing social skills are prioritised by the childminder. She supports children to play alongside each other, reminding them to take turns and to share the toys. Children help each other and play well together. They understand the high expectations the childminder has, particularly of their behaviour. Children behave well and are kind towards each other. This helps to create a calm learning environment in which children make good progress.

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

- The childminder monitors the progress that children make. She has a good understanding of each child's next steps in their learning and development. She uses this information well to support children as they engage in activities of their own choosing. For example, as children choose to play with toy animals the childminder encourages them to take turns as they choose. This successfully helps children who are learning to share.
- The childminder identifies when some children may need additional help with their learning and development. She understands the importance of working with parents and other agencies, when appropriate, to ensure that children receive the support they may need. This helps to ensure that all children make continued good progress.
- Overall, the childminder supports children's communication skills well. She talks to children about what she sees them doing, skilfully introducing new words to help extend their growing vocabulary. For example, while building towers with blocks the childminder introduces the words tallest and shortest and helps children to use the words in context. The childminder asks questions to help extend children's learning. However, she does not consistently give children time to think and respond. At these times, children's communication and language skills are less well supported.
- The childminder supports children to develop their mathematical understanding.

Children concentrate as they use a range of resources to build and construct different structures. The childminder encourages children to count and group different objects as they play. For example, children point and count the different toy animals as they sort. Opportunities such as these, help to develop children's understanding of number.

- The childminder reflects upon her practice. She works closely with other local childminders to share ideas and advice. The childminder completes mandatory training to keep her knowledge and skills up to date. She carefully targets further professional development. This helps the childminder to refresh her knowledge and continuously build upon her skills in order to meet children's unique needs.
- Parents speak highly of the quality of service the childminder provides. They appreciate the regular updates she provides on their child's progress. The childminder shares ideas and suggestions on how parents can support their child's learning at home. For example, she provides information on the use of dummies and children's speech development. This helps to ensure a consistent approach to children's learning and development.

## **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:**

- consistently provide children with enough time to answer questions so they can build upon their communication and language skills further.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY471729                                                                          |
| <b>Local authority</b>                             | Lancashire                                                                        |
| <b>Inspection number</b>                           | 10350946                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 19 September 2018                                                                 |

## Information about this early years setting

The childminder registered in 2014 and lives in Lytham St. Anne's, Lancashire. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Denise Farrington

### 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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The views of parents were considered during the inspection.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024