

# Childminder report

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Inspection date: 25 March 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

Children are at the very heart of this setting. They form secure and trusting relationships with the childminder, who is kind and nurturing in her approach. Children are clearly happy and confident. They enjoy the time they spend at this warm and welcoming setting.

Children are confident to lead their own learning. They independently select what they would like to play with and spend a long time concentrating on their chosen tasks. For example, children begin to transport water in different containers. They work collaboratively to move the water, trying hard not to spill any. Children learn new vocabulary, such as 'splish', 'splash' and 'splosh', as they play. Their efforts and determination are continually celebrated by the childminder.

Children understand what is expected of them. There are clear rules and boundaries in place to help them to learn right from wrong. Children are encouraged to use their manners and show kindness and respect for one another. They are learning to share and to take turns and they behave appropriately for their age. Following the COVID-19 pandemic, consideration has been given to supporting children's confidence in social situations. As such, children are confident around the inspector and excitedly share their toys and engage in conversation.

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

- The childminder has a good understanding of children's starting points. She gathers precise information about children's existing knowledge and skills in close collaboration with parents. The childminder is clear about what children need to learn next and plans suitable activities to help them to make good progress in their learning and development. Children enjoy exploring and investigating as they hunt for bugs in soil and talk about how the soil feels. They develop their numeracy skills as they count how many ladybirds and fir cones they can find. Children are absorbed in the wide range of activities provided. They show a positive attitude to learning and trying new things.
- The childminder takes every opportunity to develop children's love of literacy. She has implemented a lending library where children regularly share books with their families. Children select their favourite stories to share with their friends and the childminder. They snuggle together as they talk about what they see in the pictures and predict what they think might happen next. This begins to support children's emerging literacy skills and prepares them well for future learning. However, there are less opportunities within the childminder's home for children to see print, signs and labels.
- The childminder encourages children's independence skills so that they are able to take care of themselves. For example, they put on their own wellington boots

with gentle encouragement and instruction. At snack time, children wash their hands and cut up bananas and strawberries for their friends. They help to tidy away their plates and cups, showing an awareness of routine and what is expected of them. This supports children to develop skills they need in readiness for starting school.

- Children have lovely opportunities to learn about the world around them. They visit places of interest within their local community, which supports their understanding of their place in society. For example, children chat with local shopkeepers and attend groups in the nearby church. The childminder ensures that they spend lots of time outdoors, learning about nature, growth and decay.
- The childminder is very reflective of her work and is clearly passionate about providing the best possible experiences for young children. She is dedicated to developing her practice and knowledge further and takes every opportunity to engage in training. Through her purposeful evaluation, the childminder has identified how she wishes to further develop relationships with other settings that children attend. She also has plans in place to enhance her outdoor area. The childminder seeks feedback from parents, who are all extremely complimentary about the service that she provides. They comment on the progress their children have made and appreciate the support and guidance that the childminder gives.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her safeguarding responsibilities. She has comprehensive policies in place which help to ensure the smooth running of her setting. The childminder updates her safeguarding training regularly to ensure that she fully understands the procedures to follow if she has concerns about a child's welfare. The childminder is able to identify possible signs and symptoms that may indicate a child is at risk of harm. Furthermore, she has a good awareness of the wider issues of safeguarding, such as the 'Prevent' duty. The childminder understands the action to take if an allegation is made against her.

## What does the setting need to do to improve?

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

- strengthen opportunities for children to learn that print carries meaning
- implement plans to further develop relationships with other settings that children attend.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY474912                                                                          |
| <b>Local authority</b>                             | Lancashire                                                                        |
| <b>Inspection number</b>                           | 10069512                                                                          |
| <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> | 2 to 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 3                                                                                 |
| <b>Date of previous inspection</b>                 | 27 August 2014                                                                    |

## Information about this early years setting

The childminder registered in 2014 and lives in Padiham, Burnley. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays, family holidays and the week between Christmas and New Year.

## Information about this inspection

### Inspector

Karen Cox

### 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 her evaluation of the setting.
- Discussions were held with the childminder and children at appropriate times throughout the inspection.
- A learning walk was completed with the childminder to discuss the curriculum intent and how the provision is organised.
- The childminder and the inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of those living in the household, first-aid certificates and policies and procedures.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching on children's learning.

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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