

Childminder report

Inspection date:

16 November 2023

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder has worked hard to address previous actions raised. She has undertaken relevant professional development and self-reflection on her provision to improve the quality of service she provides. As a result, outcomes for children are much improved.

The childminder has designed a curriculum that takes account of children's individual needs and interests and helps them to build on their existing skills over time. The planned activities are fun and, overall, are implemented well by the childminder. As a result, all children, including funded children and children with special educational needs and/or disabilities, make consistently good progress. Partnerships with other agencies and parents are strong. This further supports children's continued progress.

The childminder creates a warm and stimulating environment for children. She consistently implements her behaviour management strategies and provides lots of information for parents to support children's good behaviour at home. As a result, children behave well and are starting to understand their own and others' feelings and emotions. Older children show a growing sense of responsibility as they help younger children. For example, they pass them toys and resources and invite them into their play.

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

- The childminder understands the importance of children gaining good social and emotional skills. This aspect of her curriculum is particularly strong. She implements targeted sessions with children and consistently applies her behaviour strategies. This helps children to recognise their own and others' feelings and emotions. Alongside her simple house rules and gentle reminders of expected behaviour, this means that children are gaining high levels of emotional resilience.
- In the main, the curriculum for communication and language is implemented well. For example, the childminder introduces new words, such as 'soft' and 'hard' to toddlers as they explore a tray of rice. When interacting with older children, she uses words such as 'slimy' and 'squidgy' as they describe the texture of pretend worms. However, occasionally, the childminder does not pronounce words correctly. For example, she says 'boc boc' instead of bottle and 'bo-bos' instead of sleep. This does not help children to build on their existing speaking skills.
- The childminder promotes children's physical development well. Children are encouraged to eat healthily and grow their own produce in the childminder's garden. In addition, children are taken on an array of visits and trips. For

example, each week, children enjoy visits to the local playgroup and attend 'gym tots' sessions. These help children to develop their large physical skills, balance and coordination. Furthermore, these activities help children to develop their self-confidence and self-esteem away from the childminder's home.

- The childminder skilfully introduces mathematical concepts through children's play and routines. For example, when children draw spiders, the childminder encourages them to count how many legs they have drawn. When playing in the tray of rice, she challenges children to find and correctly identify different numbers and shapes that are hidden in the rice.
- Overall, children are gaining good independence skills. Older children visit the bathroom on their own and manage their own personal hygiene needs. All children are encouraged to wash and dry their own hands, which they fully embrace and do well. However, at times, the childminder does not consistently help all children to have a go and do even more for themselves. This means that some children are not building on their existing skills, for instance, potty training, as quickly as they could.
- The childminder has developed close and special bonds with all children and their families. Younger children snuggle into her and fall asleep. Older children go to her for comfort and support when they need it. At the inspection, children told the inspector what they enjoy doing while at the childminder's home. Additionally, children said they 'love to come and play' at the childminder's home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended mandatory safeguarding and child protection training. In addition, she regularly seeks updates from the local authority and undertakes her own reading and research. As a result, she has a robust understanding of how to keep children safe. The childminder understands what she needs to do should an allegation be made about her or another adult living in her home. The childminder's home is clean, safe and secure. Furthermore, she carefully carries out risk assessments for all outings and visits she undertakes with the children. This further ensures children's safety and well-being.

What does the setting need to do to improve?

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

- pronounce words correctly to further support and extend children's speaking skills
- provide further opportunities for children to have a go and extend their current thinking and self-help skills.

Setting details

Unique reference number	EY480097
Local authority	Lancashire
Inspection number	10267603
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 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	24 November 2022

Information about this early years setting

The childminder registered in 2014 and lives in Accrington. She operates all year round, from 7.30am to 5.30pm, Monday to Friday. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Donna Birch

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken this into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision including the aims and rationale for her early years foundation stage curriculum.
- Children spoke to the inspector about what they like doing while with the childminder.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact this was having on children's learning.
- The inspector took account parents' feedback provided on the day.
- 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.

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