

Childminder report

Inspection date: 4 October 2022

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 content at this setting, and they are excited to start their day here. They get involved in activities as soon as they arrive. The childminder is very attentive to children, as they learn to speak and use new words. As children draw different shapes with chalk the childminder praises children's efforts to name shapes and colours. This encourages children to learn more, which has a positive effect on their progress.

The childminder has high expectations of children's behaviour. As a result, the behaviour is good. Children are learning to manage their own feelings and emotions. They learn to play alongside others, and ask the childminder for help, as they try to fill the digger scoop with stones when outside. Children watch and try to use the digger in the same way. The childminder effectively challenges children through appropriately planned activities linked to their interests. This helps children engage very well and remember what they are learning. Children feel safe here in this familiar environment. They know the routine and have the confidence to explore the activities and resources available to them.

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

- Children engage in their play and extend their own learning. They dig in the mud outside and show delight when they find a worm. The childminder uses words like 'wiggle' and children copy this. Children watch intently as the worm disappears down a hole and say 'it's gone!'. This helps children to be curious and learn new words. This supports children to learn to communicate confidently as they develop.
- The childminder encourages children to take turns in conversation. Children work hard to use their words, so others understand them. The childminder positively praises their efforts. This helps to build children's confidence in their speech. However, at times the childminder does not model correct pronunciation of words to children. This does not always fully support children to learn vocabulary accurately.
- Children learn different skills through their activities. They count leaves as they draw around them. The childminder uses words such as 'crunchy' and 'smooth', as they feel the textures. This helps children to maintain interest and develop a positive attitude to learning, as they learn new skills.
- The childminder ensures children have opportunities to experience the local community. She arranges regular walks in the local parks and woodland where they experience local nature trails. They attend groups locally, where children meet other children of a similar age. This helps children to develop their social skills and self-confidence in larger groups.
- Children develop good concentration and attention skills at an early age. They

persevere when moulding play dough into different shapes using cutters. Children curiously explore the outdoor area looking for bugs. The childminder helps to extend their learning by planning a minibeads activity to teach children more of this interest. This helps children to build on what they already know and can do.

- The childminder supports children to be independent. They put their own coats on, get their own drink when they are thirsty and feed themselves confidently at lunch time. The childminder supports toilet training effectively. Children are learning skills that will help them to develop self-confidence in what they can do by themselves.
- The childminder has good knowledge of how to support children with special educational needs and/or disabilities. She knows how to access support and training to ensure children continue to make good progress. She reflects on her own practice and identifies areas where she can gain more knowledge to further support children's learning. This helps to improve outcomes for children and helps them prepare for the next stage in their learning, including school.
- Parents report they are very happy with the care and education their children receive. They know what their children are doing and what they are working on developmentally. Parents say their children enjoy their time with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of what would make her concerned about a child's safety. She knows the correct reporting procedures to go through. The childminder has done training to refresh her safeguarding knowledge and is aware of other safeguarding issues, such as radicalisation and county lines. The childminder knows what to do if she is concerned about other adults working with children. The setting is well maintained and secure. Unauthorised people are not able to access the setting or collect children as a password system is in place.

What does the setting need to do to improve?

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

- support children to make even more progress with their growing vocabulary by always modelling the correct pronunciation of words.

Setting details

Unique reference number	EY481929
Local authority	Lancashire
Inspection number	10236489
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	9 November 2016

Information about this early years setting

The childminder was registered in 2014 and lives in Fulwood, Preston. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jasmin Sanders

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 her evaluation of the setting.
- The inspector and childminder undertook a learning walk of the setting and discussed the intent and implementation of the curriculum.
- The inspector took into account parents experiences of their child's care, education and involvement at the setting.
- The childminder and inspector completed a joint observation and evaluated practice to assess the quality of teaching and learning.
- The childminder and inspector held discussions to assess the effectiveness of safeguarding processes, self-evaluation and training.
- Assessments of children's progress from their starting points were discussed with the childminder to evaluate the impact of the curriculum on outcomes for children.

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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