

Childminder report

Inspection date: 20 April 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 thrive in the childminder's highly nurturing care. They settle quickly, supported through the positive relationships she forges with them. This enables them to confidently explore the toys and equipment on offer. Children enjoy playing with a good range of interesting resources. The childminder makes children the priority, and they benefit from her involvement in their play. She uses her knowledge of what they need to know to guide children and make the most of the opportunities for learning. For example, the childminder models how to match colours, and children copy as they put coloured pom-poms into corresponding cake cases. The childminder has high aspirations for what the children can achieve.

Through the effective planning of the environment, children are inquisitive and demonstrate their enquiring minds. The abundance of easily accessible resources motivates them to explore, join in and play with a purpose. Children are keen to know what items do and how they work. For example, they are intrigued to find out where the sound comes from in battery-operated toys. They are delighted when they work things out.

The childminder's sensitive modelling, respectful interactions and consistent approaches help children learn how to behave well. They are calm, gentle and cooperative with routines. Regular visits to toddler groups and trips out with other childminders and children help children to develop their social skills. Children are developing the kinds of behaviours associated with confident learners, in readiness for their future moves to nursery and school.

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

- Since the previous inspection, the childminder has enhanced her home and garden to provide a safe, well-planned environment that supports children's care and learning. She is highly motivated and has extended her professional development. This has helped to broaden her understanding of safeguarding matters and of how children learn. Continuous reflection and action help the childminder to maintain consistently good-quality provision for children.
- Partnership working is strong. The childminder builds secure relationships with parents right from the start. Effective communication helps her to assess children's care and learning needs. As a result, she provides motivating activities which match children's interests and are pitched at the right level. Children get off to a flying start.
- The childminder has a secure understanding of how children learn. She provides children with various opportunities to repeat and practise their learning in different ways. For example, following on from her aim of promoting colour recognition, she provides rainbow puzzles and stories which introduce colours.

She also provides a kaleidoscope to explore different colours. The range of experiences help to reinforce children's learning in different contexts and supports their good progress.

- The childminder often supports children to learn in creative ways. For example, she encourages children to see which toys are small enough to fit as they post them down large cardboard tubes. However, very occasionally, children's investigative instincts are discouraged, such as when they want to mix water with the sand. This means they are not consistently supported to follow through their own thoughts and ideas, to help support their independent learning in the best possible way.
- The childminder plans most of her curriculum with thought. She considers how to provide children with opportunities to learn in all areas. Additionally, she monitors children's progress, which helps her identify gaps in their learning. However, not all parts of the curriculum are constructed carefully enough to help ensure that all aspects of each area of learning are planned and delivered, to help maximise children's all-round learning.
- The curriculum for physical development is strong. The childminder provides many opportunities for children to develop their hand and finger muscles, needed for later writing. For example, they pinch tongs between their thumb and forefinger, and develop their scissor action capturing pom-poms. She also supports children to use other tools and equipment precisely. Children try hard to slice their banana and chop off strawberry tops at snack time.
- The childminder promotes children's communication and language well. She speaks clearly and makes good use of commentary in play to emphasise and introduce key words. The childminder makes good use of stories and trips to the library to encourage children's love of books, which help to build their vocabulary. The strong relationships developed help children to share words and build conversation.
- High priority is given to helping children develop respectful relationships and behaviours. The childminder consistently models the use of good manners. Her calm, nurturing approach helps children to learn how to replicate care and this is demonstrated as they play with dolls. Her consistent expectations and gentle reminders help children learn what is expected. For example, children cooperate in tidying away toys that they have finished with. Children are developing good personal and social skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements effective risk assessments to help to ensure children's safety. For example, she makes appropriate use of safety equipment to help minimise potential hazards. The childminder's keenness to learn helps to ensure she has a secure awareness of child protection matters. She knows key signs and indicators of abuse and additional risks to children in the local area. The childminder is aware of the procedures to follow if she has any concerns about a child. As a result, children's well-being is appropriately supported.

What does the setting need to do to improve?

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

- enhance the planning of the curriculum so that it helps children build knowledge consistently well across all areas of learning
- consistently support children to follow through their own ideas and thinking to help maximise their opportunities for learning.

Setting details

Unique reference number	EY482357
Local authority	Lancashire
Inspection number	10263556
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	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	4 May 2017

Information about this early years setting

The childminder registered in 2014 and lives in Leyland, Lancashire. She operates all year round from 7am to 5.30pm, Monday to Saturday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Angela Rowley

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 provider.
- 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 foundation stage curriculum, with a particular focus on communication and language.
- The inspector observed the childminder carrying out a planned activity. The childminder and inspector discussed how the curriculum was being implemented and the impact this was having on children's learning.
- The inspector spoke to children, and joined in some of their play, to help find out about their time at the setting.
- The inspector observed the interactions between the childminder and children.
- 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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