

Childminder report

Inspection date:

26 July 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children shine in this exciting and stimulating environment. They dive into their learning immediately after arriving at the setting. Children eagerly play with resources that are available for them. They investigate magnets and magnetic shapes, searching the setting for items that are attracted or repelled by the connection. This supports children's natural curiosity and helps to extend their mathematical skills. Children are articulate and confident communicators. They question the childminder about their learning and seek out further explanations. For example, they ask why some metals are not attracted to magnets and use descriptive language to get their points across.

The childminder has extremely high expectations of children's behaviour. They receive excellent support and encouragement in all aspects of their learning. Children instinctively tidy away resources, they understand the importance of rules to keep themselves safe and they support each other when they are in need. For instance, they quickly respond to their peers when they are sad to see what is upsetting them. Children benefit from having an excellent role model to learn from. The childminder's caring and positive nature influences children and their personal development.

Children are given daily opportunities to experience awe and wonder in their world. They take an investigation bag with them whenever they go out, full of resources to help instigate an adventure. For example, they use mirrors to support learning about reflection and to explore smaller spaces. Children regularly use tools for different purposes, such as the mirror becomes a tablet to record information on. This fosters children's imaginative play and gives them free opportunity to express themselves. Children embrace life at the childminder's home, becoming well rounded individuals with a shared passion for learning.

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

- The skilled childminder follows the children's interests and abilities when planning her curriculum focus. She delivers extremely enticing opportunities for children which inspires them to explore and investigate whilst having the most fun possible. Children are rapidly moving forward in their learning and excel in their development. For example, they are skilled problem solvers and take full ownership of their learning, sharing ideas for more activities and play.
- Parents speak highly of the childminder and praise her dedication and commitment to their children. They commend her professionalism whilst maintaining a care-free and safe educational environment for learning. Parents comment on the quick identification of support that is needed to support their child's well-being and learning further.

- Professional partnership working is well established and very effective. Detailed information about children's learning and development, alongside challenging next steps are shared with others to support ongoing care. Children who attend other early years settings are secure in all their relationships which is testimony to the childminder's work on transitions.
- Children experience regular opportunities to enhance their understanding of the wider world. They not only participate in social and physical play outdoors but experience trips to places that fire their inquisitive nature. For example, children learn about how to care for the environment and recycling following an inspiring trip.
- The childminder and her assistant offer superbly adapted activities for children who need extra support. They use singular words, gestures, and their knowledge of the child to secure engagement in opportunities and enjoyment. All children are celebrated for their uniqueness and positive input to their setting. This means children's self-esteem is raised to the highest level.
- Children are supported to follow a health well-balanced lifestyle. They are provided with a wide variety of nutritious home cooked meals that allow children to experience and taste new tastes and flavours. Children discuss the importance of fluid intake and fruit that keeps them healthy and strong.
- The childminder is an advocate that every experience is a learning opportunity. This is evident as the children have started to feed and care for a stray peacock that has taken up residence in the area. Children have scrutinised a map to find out where the peacock originated from and research its breed. This helps children to learn the importance of protecting living things.
- Children actively recall previous learning. The confidently explain to visitors how caterpillars must eat particular foods before they can create their cocoons and then transform into beautiful butterflies. This shows how children soak up knowledge and are effective communicators.
- The childminder and her assistant spend dedicated time reflecting and planning for ongoing first rate learning. They create targeted approaches to identify the best way children learn and create opportunities that foster children's strengths. They support a 'can do' attitude and adventurous approach that sparks desire in children to learn more.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extremely secure understanding of how to protect children and keep them safe from harm. She updates her understanding regularly to ensure she has good knowledge of all aspects of child protection including more complex issues. The childminder is very clear on the procedures to take should she have any concerns about children in her care. The childminder delivers regular training to her assistant to ensure they have complete knowledge of child protection. Comprehensive risk assessments help the childminder and assistant to minimise any risks to children. The childminder supports children in learning about risk and challenge in their play and learning. She teaches them the importance of assessing

a risk and making informed decisions.

Setting details

Unique reference number	EY482535
Local authority	Lancashire
Inspection number	10219891
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	0 to 6
Total number of places	6
Number of children on roll	10
Date of previous inspection	15 August 2016

Information about this early years setting

The provider registered in 2014 and lives in the Morecambe area of Lancaster. She operates all year round from 8am - 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. She holds an appropriate childcare certificate and works with an assistant.

Information about this inspection

Inspector

Shelley O'Brien

Inspection activities

- This was the first routine inspection the provider 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 inspector took into account the verbal and written views of parents.
- The inspector sampled a range of documentation used by the childminder and reviewed evidence of suitability of all persons in the home and the childminder's assistant.
- The childminder spoke to the inspector about her intentions for children's learning. The inspector observed its implementation and assessed the impact it has on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder spoke to the inspector about the learning that had taken place during the inspection.

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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