

Childminder report

Inspection date:

7 September 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder is passionate about her work with children and their families, she places the children at the heart of everything she does. Children develop secure relationships with the childminder and are extremely settled in her care. They snuggle in comfortably with her to share their favourite book. Children are confident in the childminder's home. They demonstrate excellent levels of independence and manage their self-care needs very well. Children enthusiastically communicate with others. They are eager to explain what they like to do and what they have learned with the childminder. Parents comment that she genuinely cares for the children and they feel valued and welcome. Throughout the COVID-19 (coronavirus) pandemic, the childminder communicated very well with parents. She conducted regular telephone calls to maintain relationships with them and to check on the children's and family's welfare.

The childminder plans a good range of activities and outings that broaden children's experiences, interests and vocabulary. For example, children visit the local riding centre café and talk animatedly about the ponies that they watch being ridden while eating a meal. The childminder has high expectations for children's behaviour and their understanding. The childminder gives clear yet sensitive instructions to children. This enables them to join in enthusiastically with activities, for example when they play complicated matching games with other children. Children take turns with minimal support from the childminder and show a great deal of respect for each other.

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

- The childminder regularly engages children in meaningful conversations. This helps children to acquire a large vocabulary and an understanding of the world around them. Children tell the inspector 'Pirates love gems and treasure' and are engrossed in digging for this in the sand. Strategies such as sending books home have had a positive impact on children's language skills and confidence.
- The childminder helps children to understand how they can support their good health. Children learn about healthy practices, such as washing hands before eating and choosing fruit and water for their snack. They enjoy playing in the garden, where they have the space to be physically active.
- The childminder offers sensitive support, is a good role model and has high expectations for all children. Children's behaviour is very good. They copy the childminder's good manners at all times, saying please and thank you without being prompted. Children respect each other greatly and wait their turn for the toy that another child may have. They show very high levels of skill and understanding in avoiding conflict with each other.
- The childminder keeps her skills and knowledge up to date. For instance, she attends training and local authority events, which include conferences and

cluster groups. She talks with interest about previous topics, such as learning styles that have been covered and how these have helped her to evaluate, reflect and improve her own teaching.

- The childminder works well with local schools to ensure a consistent approach to supporting children's learning. Children join in with the sports day events and assemblies. This helps children to feel settled at times of transition. However, she recognises that she needs to find more effective ways of sharing information about children's development with other professionals, such as health visitors.
- The childminder develops good relationships with parents. This helps her to meet children's care needs effectively. This also helps children and parents to feel settled, safe and welcomed by the childminder. The childminder shares information with the parents about what kind of day they have had, however, this information is not detailed enough about children's individual learning needs and development.
- The childminder correctly assesses children's level of development and understands their individual learning needs. She has a very clear and concise vision for what and why she wants children to learn. This means that she is able to step in, support and challenge children, so that they make good progress in all areas of learning. She skilfully stands back when appropriate. This supports children to absorb themselves, uninterrupted, and they concentrate very well.
- The childminder is passionate about children's learning and development. Her aims are for children to 'enjoy their learning, feel safe' and to be 'the best that they can be', including children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's experience with a range of families supports her to be alert to the challenges experienced by some families and the impact these have on children. Her insight and understanding help her to identify children at risk. The childminder's training and her links with the local authority help to ensure that reporting procedures are understood. She has an excellent understanding of safeguarding and child protection. She understands her role and responsibilities to safeguard children and knows who to contact if she has any concerns. Her home is clean and well maintained and she takes effective action to ensure any hazards to children are minimised.

What does the setting need to do to improve?

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

- focus more precisely on children's learning when sharing information with parents, so that parents are better informed about what their children are achieving

- strengthen relationships with other professionals, such as health visitors, to share information about children's development so that children's needs can be addressed in a more timely and effective manner.

Setting details

Unique reference number	2500444
Local authority	Lancashire
Inspection number	10191837
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Coppull. She operates from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Emma Barrow

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The childminder discussed the impact of the pandemic with the inspector and she took that into account in their evaluation of the childminder.
- The inspector invited the childminder to participate in a joint observation. She considered the quality of teaching during activities and the impact this had on children's learning.
- Activities indoors and outdoors and the interactions between the childminder and the children were observed by the inspector.
- The inspector spoke with children during the inspection and took account of parents' verbal feedback.
- The inspector discussed with the childminder how she determines what children know and how she decides what they need to learn next.
- Evidence of suitability and qualifications was seen and the understanding of the childminder's understanding of how to keep children safe was assessed.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021