

Childminder report

Inspection date: 20 January 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

The childminder creates a nurturing and welcoming environment. Children choose from a wide variety of imaginative resources, which support their play and help them to develop new skills. Children develop secure attachments with the childminder, who cares for their individual needs very well. Children invite the childminder into their play and are excited to share the things they have discovered. This shows that children feel safe and are happy in her care.

The childminder has high expectations for all children. She is a positive role model and conveys her expectations to children through their play, modelling behaviour and discussions. She encourages children to use good manners, share resources and be considerate of one another. The childminder offers a curriculum which responds to children's interests. This means that children are encouraged to explore and discover new things independently. The childminder supports children's natural interests and incorporates these into a range of activities. As a result, children's personal development is significantly strengthened and children develop a joy of learning.

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

- The childminder offers a curriculum that has a strong focus on supporting children to be active, independent learners. The childminder regularly observes children and identifies development skills, which children may need a little more support with. For example, she offers imaginative mathematical activities. Children use weighing scales and measuring tapes. Children proudly announce how long items are and compare different measurements.
- The childminder promotes all areas of learning extremely well. She completes regular communication and language assessments on children to determine how she can support developing language skills. Children take part in song and rhyme sessions, daily story sessions and enjoy acting out stories while dressed as different characters from stories. Children's communication and language is supported well. However, she does not always pose questions which challenge older children to think things through by themselves.
- Children's personal development is superbly promoted. They access a wide range of experiences, which promote an understanding of people, families and communities beyond their own. Children are currently interested in the art work of a Mexican artist and other famous people from history. Children attend weekly Spanish classes and independently speak some words in Spanish. Children learn about the natural environment through attending sessions in a local forest. These opportunities promote valuable life skills. For example, children use real tools, care for plants and crush berries to make their own paint.
- Parents are fully involved with their children's learning and development through

discussion and home learning activities. Parents are extremely complimentary about the care their children receive. They comment 'I have to kiss goodbye to my child in the car because I know when they get here, they will be straight in' and 'My child has grown so much in confidence, it's amazing'.

- Children develop an understanding of healthy lifestyles. They eat healthy, freshly cooked meals and learn about the importance of oral health. Children's independence is always promoted. Children dress for outdoor play and, under supervision, use knives at lunch time to prepare and cut their own sandwiches. Children access the outdoors every day. However, play opportunities are not always as consistently focused as they are in the indoor environment.
- Partnerships with other professionals are consistent and meaningful. The childminder contacts teachers as children prepare to start school. She supports children through this change and considers their emotional well-being. The childminder often meets with another childminder. They attend training together and share good practice.
- The childminder attends a wealth of training opportunities, which have a real impact on the quality of care and teaching for children. She regularly evaluates her practice. She seeks the views of children and parents to make things even better for children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training and completes daily checks and risk assessments to help to keep children safe in her care. The childminder has a firm understanding of safeguarding issues. She knows the signs and symptoms which may indicate a child is at risk of harm. She understands the correct procedures to follow should she be concerned about a child's welfare. The childminder receives updates from the local authority and is aware of local safeguarding issues. The childminder teaches children about personal safety. For example, she ensures children are securely strapped into car seats and encourages children to stay close when they go on outings.

What does the setting need to do to improve?

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

- expand opportunities for children to think and solve problems for themselves to enhance their learning
- ensure that sharply focussed activities, which support children's developing skills, are promoted in the outdoors as much as the indoor environment.

Setting details

Unique reference number	EY412848
Local authority	Blackpool
Inspection number	10074526
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	8 January 2016

Information about this early years setting

The childminder registered in 2010 and lives in Blackpool, Lancashire. She operates Monday to Friday all year round, from 8am to 5.30pm except for bank holidays and family holidays. The childminder has an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Elisia Lee

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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this has had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to parents on the telephone to take account of their views.

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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