

# Childminder report

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Inspection date: 26 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy being in the childminder's care. They build strong attachments to the childminder, who is warm and attentive towards them. Children show they feel safe and secure, as they nestle into the childminder's arms to sit and look at books about birds together. They identify the birds they feed in the childminder's garden and at the park. Children are well behaved and move around freely. They select the resources that they wish to play with and are confident to ask the childminder for help if they need it. They play alongside each other harmoniously and are considerate of each other's needs. They show they understand the importance of sharing and turn taking through the games they play. For example, while pretending to have a picnic, children pour each other drinks and serve food. They say 'please' and 'thank you' without being prompted.

Throughout the COVID-19 pandemic, the childminder kept in contact with children and parents through regular telephone calls. This helped to maintain relationships with children and their families for when they returned, and to check on their welfare. The childminder involves children as she models mathematical language. For instance, she counts the frogs that jump into the pond and asks if there are less or more frogs than before. This helps the children to secure their understanding of mathematical concepts.

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

- Since the last inspection, the childminder has continued to reflect on, and improve her practice. She works closely with the local authority advisor to gain support and to provide good outcomes for children. The childminder is committed to continually improving and developing her setting. She has a focused programme of professional development. This helps to develop the quality of education to an even higher level.
- Parents' comments regarding the quality of care their children receive are overwhelmingly positive. They appreciate being kept informed about the progress that their children are making. However, the childminder does not yet share learning ideas with parents, so that children's learning and progress can be extended at home.
- Children's speaking and listening skills are developing well. The childminder asks questions to help children think for themselves and she gives them time to respond. The children talk about the fluffy feathers and how they will keep the birds warm in the cold weather.
- The childminder has a good understanding of what children need to learn before they go to school. She builds on their knowledge of number through counting, addition and subtraction. Children are supported to make marks using different tools and learn to read their name.

- Children are provided with lots of opportunities within the daily routines to be independent. For example, they choose what they want to play with and help to tidy away toys. Children are encouraged to follow their own interests and keep themselves safe.
- The childminder knows the children in her care well. She skilfully conducts accurate assessments of children's progress and uses these to plan what children need to learn next. As a result, all children are making progress in all areas of their development.
- The childminder supports aspects of children's understanding of the world well. For example, children enjoy daily outings to the park to meet and play with other children. This helps them learn about people in the community they live in.
- The childminder gathers detailed information about children's routines, likes and dislikes before they start. She has worked hard to share information with parents about the progress children are making. However, the childminder does not consistently consider ways in which to share information about children's learning with other settings. This does not help to fully promote continuity in children's care and learning or support their transitions between settings.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder consolidates her knowledge of safeguarding by attending regular training. She understands the signs and symptoms which may indicate a child's welfare is at risk and knows who to contact if she has concerns. The childminder knows what to do if an allegation is made against herself or a family member. She understands the local reporting structures and the importance of acting promptly. The childminder ensures that her home is a safe and secure environment by completing daily risk assessments. This helps to ensure children's health and safety.

## What does the setting need to do to improve?

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

- share home-learning ideas with parents to help to maintain good levels of progress in children's development
- develop partnership working with other providers, to promote greater continuity in children's care and learning and to support their smooth transitions between settings.

## Setting details

<b>Unique reference number</b>	EY423552
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	10207496
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	2 September 2021

## Information about this early years setting

The childminder registered in 2011 and lives in Blackpool. She operates from 8am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Emma Barrow

### 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 childminder and has taken that into account in her evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed and evaluated an activity with the childminder.
- The childminder shared some documents with the inspector, including evidence of suitability for all persons living on the premises.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents through written feedback provided.
- The childminder and the inspector spoke about the communication that the childminder has with parents.

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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