

Childminder report

Inspection date: 21 February 2022

| | |
|------------------------------|-------------|
| Overall effectiveness | Good |
|------------------------------|-------------|

| | |
|--------------------------|-------------|
| The quality of education | Good |
|--------------------------|-------------|

| | |
|-------------------------|-------------|
| Behaviour and attitudes | Good |
|-------------------------|-------------|

| | |
|----------------------|-------------|
| Personal development | Good |
|----------------------|-------------|

| | |
|---------------------------|-------------|
| Leadership and management | Good |
|---------------------------|-------------|

| | |
|--|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|--|-------------|

What is it like to attend this early years setting?

The provision is good

Children are happy in this friendly and welcoming setting. They explore a wide variety of quality resources, which are fully accessible. Activities are planned to support children to develop new skills in all areas of learning. Children choose resources to lead their own play, showing they are settled. Children have made secure attachments with the childminder, who cares for their emotional needs well. The childminder talks softly to children and gives them a reassuring cuddle if they are unsettled. Children demonstrate they feel safe in her care.

The childminder has high expectations for all children. She is a good role model and promotes positive behaviour. Children are encouraged to share resources with one another and use good manners. They listen carefully and excitedly help one another to tidy away resources. Children settle quickly and are confident, independent learners. Children have positive attitudes to learning. The childminder understands that some children have missed out on social interactions during the COVID-19 pandemic. She is supporting children develop their language skills by visiting the library, reading stories and talking with children. This is having a positive impact on children and is helping to build their communication skills.

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

- The curriculum sparks children's interest and engages them in learning. The childminder observes children as they play and carefully considers how she can help them to develop new skills. Activities offer challenge for children and help them to become independent learners. Younger children giggle with delight as they post cars down a long cardboard tube and see how far they travel. Older children use construction blocks and consider how they can build a house.
- All areas of learning are supported well. For example, children develop their mathematical skills as they play board games and learn to use a dice correctly. Communication and language is a key focus. The childminder listens to children and asks questions which encourages them to solve problems. Children excitedly fill pots with compost as they plant seeds and talk about what they can smell and feel. The childminder introduces new words, such as 'tiny'.
- Care practices are good and have a positive impact on children's well-being. The childminder takes into account children's individual needs. She ensures all children have the same cup and bowl as they eat, which promotes equality and gives children a sense of belonging. Healthy lifestyles are promoted. Children learn about the importance of caring for teeth and taking part in physical exercise. However, this is not consistent, particularly when teaching children the importance of washing their hands throughout the day.
- Children's personal development is promoted well. Children are encouraged to think about their emotions and how they are feeling. Children develop their

independence skills. The childminder encourages children to put their coats on for outdoor play and to write labels for the seeds they have planted. Children smile broadly and show obvious pride when they achieve tasks. The childminder consistently praises children. This builds children's confidence.

- Partnerships with other professionals are in place. Children are supported very well as they start school, because the childminder invites teachers into the setting to observe and learn about children's needs. Overall, partnerships with parents are in place and information is shared about children's development and progress. However, the childminder does not consistently share information on how parents can further support their individual child's learning at home.
- The childminder plans activities to support children to build an understanding of the world around them. Children are invited to explore special days from different cultures. They have recently enjoyed making dragon pictures and tasting Chinese food to help them learn about Chinese New Year. They listen to stories about people from a range of backgrounds and faiths.
- The childminder attends professional development training, undertakes her own reading and is a member of various online support groups. These directly contribute to developing the childminder's knowledge and improving her teaching. The childminder regularly evaluates her practice and identifies areas she can further improve.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training and receives updates from the local authority to keep her safeguarding knowledge up to date. She has a broad understanding of safeguarding issues. She understands the signs and symptoms which may indicate a child is at risk of harm. The childminder understands the correct procedures to follow should she have concerns about a child's welfare. There are effective procedures in place to support children's safety. For example, visitors are asked to sign a Visitor's Book and keys are kept close to exit doors should there be a need for an emergency evacuation. The childminder undertakes daily safety checks and risk assessments to ensure the environment is safe for children.

What does the setting need to do to improve?

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

- ensure thorough hygiene procedures are consistently promoted, particularly regular handwashing practices
- improve systems for guiding parents on how they can continue to support children's learning at home.

Setting details

| | |
|--|---|
| Unique reference number | 403516 |
| Local authority | Lancashire |
| Inspection number | 10129001 |
| 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 4 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Date of previous inspection | 19 August 2015 |

Information about this early years setting

The childminder was registered in 2001 and lives in Lytham. She operates Monday to Friday from 8am to 6pm, except bank holidays and family holidays. The childminder holds a recognised level 3 qualification.

Information about this inspection

Inspector

Elisia Lee

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 their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to parents and looked at written comments 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.

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 2022