

# Childminder report

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Inspection date: 28 March 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	Not applicable

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

### The provision is good

Children are happy and confident with the calm and gentle childminder. They excitedly welcome visitors into the home and introduce themselves while asking lots of questions. The childminder is a good role model and has high expectations for the children. As a result, they show excellent behaviour and respect. For example, as they start a turn-taking activity, they say 'tries and turns' without any prompts. Children listen carefully to the instructions from the childminder with an enthusiastic 'can-do' approach to their play.

Independence in children is actively encouraged by the childminder. At snack time, they carefully peel their own banana and place it in the bin when they have finished. Children also know that the childminder is there to offer support when they need it. For example, they call to her 'I need you' as they want to find more ingredients to make a bigger cake in the role play area. Children are eager to take on new suggestions, such as making a fruit cake, which they proudly declare is a 'great idea'. This also promotes their understanding of healthy eating.

During the COVID-19 pandemic, the childminder delivered story sacks to the children to support their literacy. Their love of books continues as they take turns to read a page of the book, using the pictures as a prompt. Children display great imagination as they create a story and make up new dinosaur names. They enjoy daily trips to access new experiences in the wider world. Children recently ventured on an outing to the butterfly house to help them learn about different colours. These opportunities further build on their knowledge to help prepare them for their future learning.

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

- Children confidently share what they enjoy doing with the childminder. They talk about their favourite activities, such as drawing, and enthusiastically declare, 'We make things every day with paper'. Children explain how they enjoyed making Mr McGregor's boots and rainbows. They openly talk about taking turns and being kind. Children also use phrases, such as 'sharing is caring', which have been modelled to them by the childminder.
- The childminder is keen to develop further her skills and knowledge to enhance the curriculum offered to the children. She has strong links with other childminders and local schools. This enables her to obtain new ideas and learning opportunities for the children to experience.
- Learning is sequenced with a rich curriculum. However, children are not consistently challenged to extend their learning. For example, those who already have a good understanding of two-dimensional shapes have limited opportunities to learn about the properties of three-dimensional shapes.

- Children have a positive approach to learning and are supported to develop their independence in readiness for school. They take themselves to the bathroom and respond promptly as the childminder reminds to wash their hands and flush the toilet. Children practise their self-care skills, such as putting on their own coats and shoes. They do this with confidence when going outside. The childminder is skilled at helping children to develop their finger muscles. For example, she provides them with tweezers and sensory activities to help improve their pencil grip ready for writing. Children can write some letters accurately and enjoy learning letter sounds. These activities support their early literacy.
- Vocabulary is rich within children's play and the childminder consistently encourages their use of language. However, she occasionally asks them questions and does not give them enough time to think and respond. As a result, children sometimes struggle to understand and do not answer the question.
- British values are embedded within the setting. Children consistently demonstrate their skills in sharing, taking turns and knowing right from wrong. For example, when they become a little rough and engage in play fighting with the dolls, they are gently reminded of the rules. This prompts children to think about the feelings of others.
- Partnerships with parents are strong. The childminder communicates with parents using an online app. She shares messages, updates on their children's progress and next steps in learning. Parents express their gratitude to the childminder for her support and care. They say their children have made excellent progress and love going out on daily adventures with her.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities for keeping children safe. She recently attended level 2 safeguarding training. This ensures that she has up-to-date knowledge of the possible signs and symptoms of abuse. The childminder is aware of whistle-blowing procedures and what she needs to do if she is concerned that a child may be at risk of significant harm. E-safety is important to the childminder. She ensures that children do not access the internet in her setting. Furthermore, she offers advice and guidance to parents about e-safety at home. These measures help to keep children safe from online risks.

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

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

- offer more challenge to consistently extend pre-school children's learning
- allow children more thinking time to process and answer questions.

## Setting details

<b>Unique reference number</b>	EY559289
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10190343
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in Fulwood, Preston. The childminder operates all year round, from 7.30 to 5.30pm, Monday to Friday, except bank holidays and family holidays. She offers funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jenny Burgeen

### 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 setting.
- The childminder spoke to the inspector about their intentions for children's learning and the curriculum being offered.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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