

Childminder report

Inspection date: 27 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children have strong, loving relationships with the childminder, her assistant and other children who attend the setting. They show that they feel safe as they come into the childminder's home. Children confidently run to join their friends and begin to play happily. They particularly enjoy role play games with one another, using their imagination. Children sing and dance around the room, using blankets as 'capes'. They continue developing their imagination when using animated voices as they pretend to be characters from familiar stories. Babies share an interest in reading. They choose and handle books with ease and smile at the images, developing literacy skills from a young age. Children listen to the childminder and her assistants modelling kind behaviour and repeat this with their friends.

Although parents did not enter the setting during the height of the COVID-19 pandemic, and some children stayed at home for long periods, the childminder kept in touch with families. She and her assistant communicated regularly through electronic means. For example, they shared videos of songs and stories with children via their phone. This helped children maintain relationships with the childminder and her assistant. Additionally, parents could help children continue learning at home. Children are well-settled on returning to the setting.

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

- The childminder knows the children well and can accurately assess their abilities. Most of the time, she and her assistant adapt their teaching to suit children's capabilities. However, occasionally, not all children are provided with individual challenges that fully engage them in play, in order to maximise learning. That being said, in the main they interact well and show good levels of development.
- Communication and language skills are well supported from the start. The childminder and her assistant encourage children to use new words, such as 'humid' as they investigate incubated duckling eggs. Additionally, they model clear spoken language to help children gain a good range of vocabulary.
- The childminder regularly evaluates her own and her assistant's practice and is committed to raising standards across the provision. She has identified areas of development to extend skills and knowledge that will help increase outcomes for children further, such as a speech and language course. This helps the childminder and her assistant to swiftly recognise gaps in this area of learning and correctly support children's progress.
- The childminder plans a wide range of outings for children, such as to local parks and playgroups. She has recognised that due to limited outdoor space at her home, this helps children experience daily physical exercise and fresh air. Children also enjoy attending farm school sessions. They learn about a range of animals and how to care for them. The childminder likes children to experience

hands-on, outdoor activities that help them keep active and learn about the world around them.

- The childminder helps children to be aware of other people and cultures. They use technology to research and watch videos of a variety of traditional dances, which they join in with. In addition, children learn about others' families and where they live. This helps children become aware of differences and be accepting of the people in the wider community.
- Children make good progress with their mathematical development. They use calendars to count down the days until their duckling eggs will hatch. The childminder helps her assistant recognise more opportunities to help develop children's counting skills during adult-led activities. Children confidently compare sizes of objects, continuing their mathematical awareness.
- The childminder recognises new opportunities that children will benefit from that they may not experience at home. For example, she has recently secured a weekly place in a community centre. This helps children to socialise with new people and access a much wider range of resources, such as sensory rooms, to help with their cognitive and behavioural development.
- In the main, children know what behaviours are expected of them during daily routines such as handwashing and following instructions. However, they are sometimes unsure of what to do during some parts of the day. This leads to occasional disorderly play, or children forgetting to fulfil their own personal care needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are aware of their roles and responsibilities in keeping children safe. They know how to report any concerns about a child's welfare, including if they are exposed to extreme behaviours or exploitation. The childminder ensures that her premises are secure and free from risks to children. She and her assistant hold current paediatric first-aid certificates and know what to do in the event of an accident. The childminder ensures that her car is fit for purpose when transporting children on their many outings.

What does the setting need to do to improve?

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

- establish robust systems that help children to be aware of their own and others' personal needs
- ensure that children are consistently provided with suitable and challenging experiences that engage them in learning, relating to their individual levels of development.

Setting details

Unique reference number	EY459019
Local authority	Lancashire
Inspection number	10236088
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	18
Number of children on roll	9
Date of previous inspection	4 January 2017

Information about this early years setting

The childminder registered in 2013 and lives in Burnley, Lancashire. She operates all year round, from 7.30am to 6pm on Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

Information about this inspection

Inspector

Rachel Waterhouse

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 setting.
- The inspector and the childminder completed a joint evaluation of an activity.
- Parents' verbal views were taken account of by the inspector.
- The childminder and the inspector completed a learning walk around all areas of the setting to understand how the early years provision and curriculum are organised.
- The inspector, the childminder and the assistant held a number of discussions at suitable times during the inspection.

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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