

Childminder report

Inspection date: 25 May 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 are happy and feel safe and secure in the care of the enthusiastic childminder, who clearly loves her role. They feel a real sense of belonging in her inviting home. Children display confidence as they welcome new adults and quickly begin to chat about how they have helped to make the play dough that morning. They describe how they have scooped and mixed and made it turn yellow.

The childminder is full of praise for children's achievements. For instance, children are keen to collect a star for their chart when they successfully use the potty. Children have positive attitudes towards their learning and behave very well. They demonstrate this as they remain engaged in their play for extended periods. The childminder sensitively offers children the opportunity to move on to other activities if they wish, allowing them choice and control over their play.

Children move freely between the indoor and outdoor play areas. They have ample space to run around and develop their physical skills. Children understand the rules and routines. For example, they know to put on their wellington boots to go outside and to take them off again when they come back indoors. Children delight in singing along with the childminder and racing her to complete actions to songs. Babies are keen to join in too. They watch carefully and then copy their older peers and the childminder's actions, pointing to different parts of their bodies.

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

- The childminder is dedicated to ensuring that she maintains a high-quality provision. She sources training to enhance her teaching skills. For example, she has recently completed training on 'positive emotions' to support children to express their feelings. The childminder understands that this is a heightened concern following the COVID-19 pandemic and is committed to supporting children's good mental health and overall well-being.
- The childminder has high expectations of all children. She understands that it is important to allow children to make mistakes and to take appropriate risks. For example, she encourages babies who are new to walking to negotiate the ramp in the garden. She steps in at just the right time to offer help and praise.
- Children are developing independence and the skills which they will need as they move on to school. Young children successfully eat their soup at lunchtime using a spoon. The childminder helps children to develop good hygiene habits. Children wash their hands before eating and after helping to tidy up. They understand that this helps to prevent the spread of germs.
- The childminder's curriculum for mathematics is strong. She weaves counting and mathematical language through all activities. Children learn concepts such as 'one more' and 'one less' and babies can skilfully arrange objects by size

order.

- The childminder uses observations effectively to determine what children know, can do, and what they need to learn next. She uses their interests to plan for their next steps. This helps children to make good progress across all areas of learning.
- Overall, the childminder supports children's communication and language skills very well. She offers a text-rich environment and helps children to learn about letters and sounds. Children are articulate and chatty. Very occasionally, the childminder uses 'baby words' rather than the correct names for things. This hinders children's emerging speaking skills.
- Parents comment on the 'wonderful care and support' that their children receive. The childminder updates parents regularly about their children's learning and offers advice on how they can help to extend it at home. She involves parents in their children's learning. For example, she liaises with parents to enable children to complete a tour of a windmill which is a local attraction that has become a feature of their outings. This also helps children to begin to understand their world.
- The childminder helps children to begin to understand how they are unique and how to be respectful of one another. For example, she uses a story to show how people have different coloured skin and different textured hair. She further explains about personal space and boundaries. Children develop an understanding of difference and similarity and of the society in which they live.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of safeguarding practice and procedure. She understands how to identify when a child might be at risk of harm, including from radicalisation and extreme views. The childminder understands the procedures which she must follow if she is concerned about the welfare of a child. She also understands what to do in the event of an allegation being made against herself or a member of her family. The childminder has a sound understanding of county lines and why this is a concern in her local area. She understands how to keep children safe online and shares this information with parents to further support children's well-being.

What does the setting need to do to improve?

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

- model the correct vocabulary consistently for children to raise the quality of communication and language development even further.

Setting details

Unique reference number	EY453739
Local authority	Blackpool
Inspection number	10235970
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	19 October 2016

Information about this early years setting

The childminder registered in 2012 and lives in Marton, Blackpool. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Amy Johnson

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 discussed the organisation of her provision and her curriculum with the inspector.
- The childminder and the inspector evaluated an activity together.
- Written feedback from parents was taken into consideration.
- Children spoke to the inspector throughout the day.
- The inspector observed care practices, daily routines and teaching practice.
- A sample of documents were viewed and taken into consideration, including accident and incident records.

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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