

# Childminder report

---

Inspection date: 25 May 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 thoroughly enjoy themselves in this warm and safe environment. They beam with delight to see the childminder at the start of the day. Children are keen to get busy in their beautifully designed playroom. They independently access a range of exciting and inspiring resources both indoors and outdoors.

Children respond positively to the childminder's high expectations of behaviour. They are learning to resolve their own disagreements and understand the importance of listening to each other. This helps them to manage their emotions and build relationships. A consistent daily routine supports children to feel secure and understand what is expected of them.

Parents are extremely happy with the childminder's nurturing approach. They comment on the progress that their children make in her care. Children are happy and talk fondly of each other as friends. Their interest is ignited through meaningful conversations. The 'Curiosity Box' is always set up with interesting items to help children ask themselves 'What do we want to know?' They are developing positive attitudes to learning.

Children leave their parents at the door since the COVID-19 restrictions led to a change of routine. Children have developed the independence to take off their own coats and settle well into the session without their parents coming into the room.

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

- Children form strong bonds with the childminder. They openly talk to her about their feelings. 'The Colour Monster' story and characters are used to support this. When children tell the childminder that they feel sad, she listens to find out why. She then talks through the things they can do together to make them feel less sad. Children know that their feelings are important.
- The daily routine includes many lovely opportunities for children to talk together. The childminder uses these conversations to extend children's vocabulary. For example, when children describe their favourite yogurt flavour as 'the white one', the childminder tells them that this is apricot flavoured. She poses appropriate questions and listens to children's ideas. This develops their language and thinking skills.
- Children can talk about their favourite books and enjoy a daily story together. They join in with the story and can predict what will happen next. Children enjoy revisiting stories in the cosy book area. Picture cards are used to enable all children to take a turn in choosing a rhyme to sing together.
- The childminder has a clear understanding of children's learning needs. Planned activities build on what they already know and can do. However, the childminder

does not always maximise learning when children take the planned ideas in a different direction. Children transitioning to school are well prepared for the next stage in their learning.

- Children in receipt of funded early education and those with special educational needs and/or disabilities are supported to reach their full potential. When appropriate, the childminder works effectively with other professionals. Strategies to support learning are shared with parents. This results in children making the best possible progress in their development.
- The childminder supports the children to develop self-confidence and independence. They are given many opportunities to make choices for themselves. At mealtimes, children are supported to choose one item from a well-stocked trolley of food. However, the childminder does not always provide children with clear messages about healthy choices and routines. For instance, not all food choices promote healthy eating and handwashing procedures are not consistently well embedded.
- Children are supported to become aware of what makes them unique. They are confident to express their own needs and supported to respect the needs of others. For example, when a child arrives feeling tired the other children understand that they may want a bit of time alone in the cosy corner. The childminder provides opportunities to celebrate differences between people and cultures. Outings to the park and other community venues are used to develop children's knowledge of the wider world.
- The childminder takes great pride in the beautiful environment that she offers to children. She takes up many professional development opportunities to enhance her knowledge. The curriculum offered is ambitious and all children make good progress in their learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder regularly accesses training to update her knowledge and ensure that she is able to keep children safe. She is aware of what may indicate that a child is at risk of harm and swiftly acts on any concerns. The childminder understands how to keep children safe in her home. She carries out effective risk assessments of the environment. Children are learning how to keep themselves safe and are reminded about potential risks. When going out for a walk, children think about road safety and understand why they wear fluorescent jackets.

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

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

- maximise learning opportunities by enhancing planned activities when children bring new ideas

- provide children with clear and consistent messages about healthy choices and routines to promote their good health further.

## Setting details

<b>Unique reference number</b>	2520510
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	10215012
<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>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in Blackpool. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4.

## Information about this inspection

### Inspector

Dawn France

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector discussed the childminder's self-evaluation.
- The inspector considered how the childminder works in partnership with parents and others.
- The inspector reviewed documents, including first-aid certificates.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to parents during the inspection and took 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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022