

# Childminder report

---

Inspection date: 28 September 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
------------------------------	--------------------

---

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Good

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

### **The provision is outstanding**

Children thrive and make exceptional progress from their starting points. Children have access to a learning environment that has been specifically created with each child's unique learning styles in mind. Children are highly motivated, eager, and excited learners. Children's interests are used by the childminder to plan a curriculum that is highly ambitious. This helps children to gain a deep knowledge and understanding across all areas of learning. For example, when children find an insect in the garden, they are eager to observe and discuss its features. While younger children quickly identify the insect as a 'daddy long legs', older children agree, but then go on to say that it can also be called a 'crane fly'. Children demonstrate maturity beyond their young years. Additionally, they show high levels of care and concern as they carefully take turns to handle the insect.

Children behave impeccably. They are highly aware of the childminders rules and regulations and uphold these with pride. For example, when some seeds are accidentally spilt from a jar, children quickly rally to help pick them up. They demonstrate an understanding to keep themselves and others safe. For instance, they tell the inspector to 'be careful not to fall' while the seeds are on the floor.

Children flourish because they have extremely strong attachments with the childminder. They confidently persevere and show great determination. For example, as they work out how to make a play dough structure stand up by using sticks. The childminder's deep knowledge of children means she knows when to intervene and when to allow children to learn from trial and error. This, alongside her excellent modelling and ability to ask challenging questions, means that children quickly work out a solution and achieve their intended goal. During the COVID-19 pandemic, the childminder diligently kept in contact with families to help parents continue their child's learning at home.

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

- The childminders passion to give children the best start in life is applaudable. Children benefit greatly from a curriculum that ignites their curiosities and as such, children are highly motivated and extremely keen learners. The childminder's expert knowledge of each child ensures that she astutely implements highly successful, planned and spontaneous play and activities. All children, including those who are in receipt of funding, make excellent progress in the learning.
- Children are incredibly imaginative and creative. Older children describe the process of 'witling wood' as they explain how they made a piece of wood 'pointy'. Younger children imaginatively create patterns in play dough using pine cones and various sticks. They talk confidently to the childminder, telling her

they have made 'spiky' lines.

- Children exude confidence. They confidently greet visitors at the door and are keen to show them their play room, toys and resources. In addition, they confidently share their favourite things to do while in the childminder's care. Children approach new situations with ease. For example, following discussions and careful modelling from the childminder, they confidently use the garden hose to fill their watering cans. As a result, children beam with pride as they achieve their goal.
- Children develop exceptionally well in mathematics. This is because the childminder expertly weaves mathematical concepts throughout activities, play and daily routines. Children count out the number of items they pick up off the floor as they help them childminder to tidy up, count the number of legs on insects they find outdoors and estimate the correct number of plates, cups and cutlery they will need as they set the table for lunch.
- Children develop a love of books and acquire excellent communication and language skills. Children engage in deep and meaningful discussions with the childminder. She is skilled at posing questions and scenarios that challenge children to think and answer. For example, children are encouraged to recall the story of the 'The Very Hungry Caterpillar'. They recite their favourite parts of the story then use the play dough to make the food that the caterpillar eats. Children demonstrate a deep understanding. For example, they tell the childminder they cannot eat the play dough as this will give them a tummy ache, like the caterpillar in the story.
- Partnerships with parents and other professionals involved in children's learning and care are highly successful. Parents say that they are 'so glad to have found such an excellent, kind and caring childminder'. They comment that their children have come on 'leaps and bounds'. Arrangements for sharing assessment information, including the progress check for children at age two years are excellent and ensure any identified gaps in children's learning quickly close.
- Children are cared for in a highly inclusive setting that celebrates the children's individuality. Children behave exceptionally well. They are highly respectful of one another, the childminder and visitors. Children, even those who are very young, need very little prompting to uphold the childminder's house rules. Children are extremely kind, courteous and play harmoniously together.
- Children develop an awareness of the world around them as they embark on a vast array of visits and trips with the childminder. They love the outdoors and develop a high awareness to promote their own safety and well-being. For example, they carefully help the childminder look for risks in the garden. Once they are assured the area is safe, they run around barefoot, feeling the cold grass beneath their toes. Children have a deep understanding of plants and flowers. They relish talking to visitors about the tomatoes, cucumbers, and strawberries they have grown. Additionally, they explain that rubbing the lemon plant makes your hands smell like lemons.
- The childminder acutely monitors the quality of her provision. She undertakes professional development opportunities that she knows will enable her to further improve her already first-rate teaching. This means that children are supported to make the best possible progress and are extremely well prepared for later

learning and school.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a robust knowledge and understanding of her roles and responsibilities to keep children safe from harm, both in her home and while on trips and outings. She carefully assesses all possible risk to children, including travelling in her car. Strict house rules for the use of mobile phones and electronic devices, further ensure children's safety. The childminder attends all mandatory safeguarding and child protection training. In addition, she undertakes her own reading and research to ensure her knowledge is fully kept up to date.

## Setting details

<b>Unique reference number</b>	EY222897
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10250440
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	18 January 2017

## Information about this early years setting

The childminder was registered in 2002 and lives in Aughton, Ormskirk. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Donna Birch

### 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 provider and has taken this into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure it is suitable and safe.
- Children spoke to the inspector throughout the inspection and told her about what they like to do at the childminders.
- The inspector observed the quality of education being provided, indoor and outdoors and assessed the impact this was having on children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector looked at relevant documentation, including written evaluations from parents provided for 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.

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