

# Childminder report

---

Inspection date: 19 October 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	Good
--	------

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

### **The provision is good**

Children are happy, confident and safe at this warm and welcoming setting. The childminder aims to provide a 'home-from-home' environment and has succeeded with this. Children are at ease with the childminder and seek her out when they need her. They display excellent manners. The children are developing lovely friendships and enjoy playing alongside each other.

Children's independence shines through the setting. They are confident to select resources or ask for a particular toy if they want it. For example, when playing with the vehicles, children ask for the train book. The childminder shows them where it is and they select it and ask if they can look at it together. It is lovely the way children handle books with care and recall their favourite parts of the stories. Children confidently use cutlery at lunchtime. They access water throughout their play and wipe their noses, following good hygiene practices and sanitising their hands afterwards.

Children love exploring the local community. They especially enjoy their weekly visits to the local farm. They learn how to milk the goat and muck out the pigs. Children are taught about how to care for the animals and enjoy collecting the hens' eggs too. As a result, children learn to be kind and gentle and develop an awareness about the world in which we live.

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

- The childminder knows the children well. She establishes their starting points and plans the next stages in their learning with a clear intent. She uses information from parents as well as her own knowledge when implementing their next steps. For example, the childminder meets with parents before children start to establish the areas for development and understand their achievements so far. As a result, children make good progress.
- Parents praise the childminder for providing a safe and caring home. They say she shares information about children's development. Parents love the extra activities that the children are involved in. The childminder shares home learning packs with families too. This started during the COVID-19 pandemic and has continued since. Consequently, children benefit from a positive partnership between home and nursery.
- The childminder provides the children with lots of opportunities to learn about the world around them. She introduces topics to build on children's existing knowledge. For example, children have become interested in autumn because of the fallen leaves they see outside. In order to develop children's awareness of the wider world, the childminder takes them to various places. For example, the children enjoyed a visit to the airport. They discussed the different countries

they may be flying to. While the childminder teaches the children about the world and the local community, she doesn't always extend children's awareness of what makes them unique.

- Communication and language are excellent. The childminder provides a calm environment for children to learn and develop. She speaks to children appropriately, giving subtle reminders if needed. For example, when children confuse certain words, the childminder uses positive strategies and repeats the correct sentence back. Therefore, children are hearing how sentences should be structured and their speech and language is supported very well.
- Children are offered breakfast, lunch and tea while they are at the childminder's. Each meal includes healthy options. Children are very much a part of the decisions for each meal. For example, children choose if they would like bread or toast with their soup. They also choose from a selection of fruit for their dessert. Children are beginning to understand about healthy lifestyles.
- The childminder cares for children before and after school. She maintains good communication with the schools to ensure key information is shared. When children leave to go to school, the childminder provides information to make sure the transitions for the children are smooth. This helps children to settle.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her home is safe and secure for children. The childminder has a sound knowledge of how to safeguard children. She knows how to identify possible signs of abuse and the procedures to follow to raise her concerns. She has knowledge of domestic violence, female genital mutilation and radicalisation and knows how to report any concerns she may have. She ensures her assistant also has relevant safeguarding training. The childminder gathers information regarding children's allergies and dietary requirements as part of their settling-in process. She holds paediatric first-aid training.

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

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

- use the already effective teaching to help children learn and celebrate about what makes them unique.

## Setting details

<b>Unique reference number</b>	EY457988
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10236062
<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>	0 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	8 December 2016

## Information about this early years setting

The childminder was registered in 2013 and lives in Accrington. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

**Inspector**  
Kate Martin

### Inspection activities

- This was the first routine inspection the setting 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 and the inspector completed a tour of the setting. They conducted a joint observation of practice.
- The inspector held meetings as appropriate with the childminder. She spoke with children during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector reviewed emails sent by parents during the inspection, to gather their views on the setting.
- The inspector examined a sample of relevant documents and evidence of the suitability of people living in the household.

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