

Childminder report

Inspection date: 27 October 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 extremely settled and show that they feel very secure in the childminder's care. They eagerly invite the childminder to join their play and show pride as they receive positive comments from her about something they have achieved. Children's emotional well-being is supported very well. For example, the childminder is quick to cuddle a child who is slightly upset and talks gently to children as they become sleepy and show that they need to rest. Children discuss with the inspector the things they enjoy the most about attending the setting. This includes visiting the local park to climb large structures and giving the childminder hugs.

The childminder has high expectations for children. As a result, their behaviour is very good. Older children independently offer to help younger children, and children of all ages interact exceptionally well together. For example, a young child giggles aloud with pure joy as they interact with an older child who pretends to be a pirate. Children have formed strong attachments with one another. For example, they cuddle up under a blanket to watch television. Children explore the resources with excitement and instigate their own play.

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

- The childminder offers a curriculum that is built around children's interests. For example, she uses superhero figures to support children's counting skills. She plays alongside children and identifies their stage of development. Activities are tailored to support children's developmental needs. Children make good progress.
- The childminder supports children's communication and language very well. She models language for children, asks questions and prompts them to recall past events. For example, children delight in telling the inspector that they recently visited a pumpkin farm and made toffee apples. Children wait for one another to stop talking before they enter into the conversation. Children are confident communicators.
- Children demonstrate resilience and independence. For example, they keep trying to draw the shapes of different animals correctly and use the bathroom independently. Even the youngest children are quick to make their needs known, such as when they need their nappy changing. Children make choices as they select the resources they would like to use. This helps children to make independent decisions and build their confidence.
- Children develop an understanding of the wider world. They go on regular outings in the local community and meet with other childminders and their children. This helps children to form wider friendship groups. Children explore different special events and special days throughout the year from a range of cultures. This helps children to understand what makes them unique and to

appreciate that everyone is an individual.

- Partnerships with parents are very good. The childminder shares information on a regular basis and promotes home learning through providing books and activities for children to do at home. Parents are very complimentary about the care their children receive. These partnerships help to provide consistency of care between the setting and home.
- The childminder attends mandatory training and regularly evaluates her service. She welcomes the views of others. For example, she has recently changed her menus to include fewer processed foods. This demonstrates that the setting is always evolving to support the individual needs of children and families.
- The childminder has some partnerships in place. For example, she meets regularly with other childminders to share practice and ideas. However, she does not forge partnerships with other professionals who also care for the children. This means that information about children's individual needs is not shared, which does not help to support consistency of care for children.
- The childminder helps children to prepare for their next stage of learning, such as starting school. For example, she talks with children to support their emotional well-being and takes them to visit school grounds so that they can see where they will be going. However, the childminder does not share information about children's development with all the schools that children in her care attend. This does not support meaningful transitions for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates effective safeguarding knowledge and practice. She understands the procedures she must follow if she has concerns about a child's welfare. The childminder is alert to any changes which may mean that children are at risk of harm. The childminder is very conscious of keeping children safe. For example, she ensures that exit doors are kept locked and that children do not go to the door when there is a visitor, such as a postman. The childminder talks with children about keeping safe when using the internet and the potential dangers of making friends online.

What does the setting need to do to improve?

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

- strengthen partnerships with other professionals who also care for the children, in order to support consistency of care
- develop information-sharing with schools so that children's transitions are consistently supported.

Setting details

Unique reference number	301616
Local authority	Blackburn with Darwen
Inspection number	10234471
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	31 October 2016

Information about this early years setting

The childminder registered in 1998 and lives in Blackburn. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Elisia Lee

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- Children spoke to the inspector about what they enjoy doing while in the care of the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning. Parents shared their views through written comments.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.

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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