

Childminder report

Inspection date:

8 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children separate from their parents with ease. The childminder eagerly greets them with smiles, excitement and lots of hugs. This is paired with calming music that fills the air. Children quickly settle, put on their slippers and make themselves comfortable. They form close bonds with the childminder and demonstrate an eagerness to spend their day in the safe, secure and nurturing environment.

Children develop good levels of self-esteem as they enthusiastically explore the wide range of resources and learning opportunities that are on offer. For example, children concentrate intensely as they make marks with large pieces of chalk and thin pens. Other children dress up in their favourite costumes, acting out familiar characters, such as firefighters and doctors. Children dance and move their bodies as they listen and sing along to their favourite rhymes. As a result, children develop their own ideas and have a positive attitude to learning.

The childminder promotes children's positive behaviour well. For example, she encourages children to have good manners, to be kind and share toys. This results in children's behaviour being good. For instance, they are respectful of each other and happily welcome other children into their play.

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

- The childminder is very passionate and dedicated to ensuring that she provides the best care and development needs for all children. She attends regular training sessions, including webinars, which helps to support her professional development. From this she evaluates her provision and practice. For instance, she has plans to create more opportunities for children to learn and develop a greater understanding of the world outdoors using their senses.
- In general, children benefit from a well-planned, sequenced curriculum across all areas of learning. The childminder follows children's interests and has a clear understanding of what children need to learn next. Yet, at times, the childminder does not always skilfully differentiate activities in group situations to meet the needs of all children. This results in some children not being sufficiently challenged.
- Children are confident communicators. The childminder continually talks to children and introduces new words as they play, such as 'spiky' and 'delicious'. She asks children questions, gives them time to respond and encourages them to repeat words back to her. As a result, children develop good communication skills.
- The childminder interacts well with the children and is close by to offer them reassurance and guidance. Children engage in a wide range of activities and experiences, which capture their attention and extend their concentration.

However, at times, the childminder steps in too quickly to solve problems that children encounter. On these occasions children's critical thinking and problem-solving skills are less supported.

- The childminder works closely with parents to ensure that she meets children's care and learning needs well. Parent's feedback about the childminder is very positive. They comment that they find the childminder fantastic and an inspiring mentor for their children. Furthermore, they say that they are extremely thankful of the regular updates and targets given so they can help support their children's learning further at home. This results in children making good progress.
- The childminder provides plenty of opportunities for children to be independent. For example, children are encouraged to gather their own plates at snacktime, pour their own water from a jug and put on slippers. This helps children to gain the skills that will help support them in their future learning and in readiness for school.
- The childminder has a good understanding of the importance of children being healthy and active. Children carry out good hygiene procedures and take regular trips out in the local community. For example, they visit local parks, where they can be active and run around. Furthermore, children are offered healthy options of food and fruit, such as banana and strawberries. This helps support children's awareness of the need to lead a healthy, active lifestyle.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can identify the signs and symptoms of abuse. She knows who to report her concerns to and would act immediately if she felt a child was at risk. The childminder meets regularly with other childminders to carry out safeguarding quizzes and discuss different scenarios and the actions to be taken. The childminder has a good awareness of safeguarding issues, such as domestic violence, alcohol and drug abuse. She makes sure that the areas of her home used by children are safe for them. The childminder ensures that children are safe at all times.

What does the setting need to do to improve?

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

- review some group activities to make sure that children's different stages of development are considered, so that all children's learning is sufficiently challenged
- give children more time to think through problems that they encounter, to further develop children's critical thinking and problem-solving skills.

Setting details

Unique reference number	EY442120
Local authority	Lancashire
Inspection number	10235667
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	6
Date of previous inspection	10 January 2017

Information about this early years setting

The childminder was registered in 2012 and is located in Penwortham, Preston. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Kellie Lever

Inspection activities

- This was the first routine inspection the childminder received since the 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 learning walk together to discuss the childminder's intention for children's learning.
- The inspector spoke to the childminder at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector gathered the views of parents and their comments on the setting.

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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