

Childminder report

Inspection date: 10 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy the wide range of experiences that the childminder plans for them. They excitedly recall the outings they go on and enthusiastically talk about the daily walks they take with the childminder. For example, they remember the different animals they saw at their trip to the zoo and describe the cold rain they felt on a recent walk. Children are developing positive attitudes to learning and are expanding their knowledge of the world around them.

Children are happy and settled in the care of the nurturing childminder. They giggle as they interact with the childminder and lovingly throw their arms around her as they find an object she has hidden. Children confidently smile and wave through the window as they see visitors arriving. They are keen to talk about all the things they enjoy about being with the childminder. Children are self-assured and feel safe.

Children interact positively with each other and happily share their ideas about how to extend their play. They calmly share resources and take turns with minimal support needed from the childminder. The childminder encourages the children to show respect for the resources and for each other. They wipe clean the chalk board after using it, and carefully tidy away the musical instruments. At lunchtime, the children demonstrate good manners as they serve their food into their dish, saying please and thank you to the childminder. Children behave well and are developing positive relationships.

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

- The childminder creates a language-rich environment in which children become confident communicators. She models a wide range of words to children as they play, building on their vocabulary over time. Furthermore, the childminder engages children in many conversations and encourages them to talk about what they are doing. For example, as children show the childminder a 'pancake' made from dough, she talks about different pancake toppings and what they feel and taste like. Children's communication skills are developing well.
- Children are confident in their knowledge of early mathematical concepts. They accurately count objects and talk about the sizes and shapes of the things that they are playing with. For example, as the children play with chalks, they say 'two chalks. This one is big and that one is small.' All children are making good progress in their mathematical understanding.
- The childminder ensures that children have access to a wide range of books. As children choose stories to read, they talk about their favourite and find the pages that have familiar characters on. As the childminder reads to children, they confidently join in with key phrases and excitedly share with visitors what

happens next. Children are becoming familiar with a range of stories and are developing a love of reading.

- Children with special educational needs and/or disabilities (SEND) are well supported in this inclusive setting. The childminder ensures that she fully understands the needs of children with SEND and works closely with other professionals and parents to ensure that children receive support. Children with SEND make significant progress from their starting points.
- Parents say that their children love attending this 'home-from-home' setting. They state that the childminder shares regular updates of their children's achievements and informs them of their developmental next steps. Parents particularly value the range of outings and activities that their children experience. They express that their children have made good progress since attending the setting.
- Since the last inspection, the childminder has improved her knowledge of how children learn. She has accessed professional development opportunities and worked with the local authority to improve her understanding of the early years curriculum. The childminder is now clear on what she intends children to learn, and the skills that she intends them to have gained by the time they start school.
- Overall, the childminder knows the children well. She understands what the children know and can do and is clear about the next steps in their learning. However, the childminder does not always use this knowledge to focus her teaching and planned activities more precisely on targeting children's next steps.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular training to ensure that her knowledge of safeguarding is up to date. She is confidently able to identify the signs that indicate a child may be at risk and knows how to respond to any concerns about a child's welfare. The childminder carries out regular safety checks on her home to reduce any safety risks. She teaches children about how to use toys safely and how to keep themselves safe when on outings.

What does the setting need to do to improve?

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

- focus teaching and planned activities more precisely on children's next steps to promote their progress to the highest level.

Setting details

Unique reference number	502043
Local authority	Blackpool
Inspection number	10243948
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 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	10 May 2022

Information about this early years setting

The childminder registered in 2001 and lives in Blackpool. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Liz Dayton

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents shared their views of the setting with the inspector.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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