

# Childminder report

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Inspection date: 25 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 flourish at this welcoming, safe, home-from-home setting. The children have lovely relationships with the childminder, and they behave extremely well. They play alongside their friends, sharing and taking turns. The children are fond of the childminder's pet dog, who they treat with love and care. The childminder praises children for their behaviour and for being kind. She encourages children to resolve conflict themselves before she intervenes. This allows children to learn to manage their feelings.

Children show very good attitudes to their learning. They explore resources confidently and practise their skills. For example, they use diggers to scoop rice and transport it. The childminder encourages children to estimate how many scoops they need to move all of the rice from one place to another. As a result, children are developing their critical-thinking skills.

The childminder has a good understanding of what children can do and what they need to learn next. She provides activities and experiences to build on their skills and knowledge. For example, the childminder has ample resources for children to make marks and practise their early writing skills. Children select pens, pencils and whiteboards. They follow patterns, and they are proud to share their work with the childminder. As a result, children's small-muscle development is supported well.

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

- Children's independence skills are supported well. The childminder encourages children to do things for themselves. Children are confident when selecting resources and understand how to use them correctly. Children understand that they need to tidy up when they move on to play with something new. Children ask to go to the toilet and can wash their own hands. As a result, children are developing their independence throughout all that they do.
- Parent testimonials say that their children have fun while at the childminder's setting. They say that communication is good and their children are well cared for. Parents like the activities their children are involved in, such as toddler groups and walks in the local community. The childminder shares photographs and regular updates with parents about children's development.
- The childminder promotes a healthy lifestyle for the children. They are offered fresh fruit as snacks, and drinks are available throughout the day. Children bring their own packed lunches. The childminder encourages parents to offer healthy options when providing meals. The childminder encourages children to follow good hygiene procedures. For example, children sanitise their hands before meals. They are learning how to keep themselves healthy.
- In the main, children's communication and language is supported well. Children

have lovely conversations with each other and the childminder. Children enjoy singing their favourite nursery rhymes. The childminder provides books for children. However, she does not always encourage children to explore books to learn about the print within them. For example, children practising their early writing skills do not always experience words written in the correct form. Consequently, they do not develop an understanding of how letters are formed and words are written.

- Babies have opportunities to explore using their senses, with various resources. For example, they excitedly shake rattles and run their hands through rice. The childminder encourages them to roll over by holding toys close by and supporting them to grab them. The childminder gauges information from parents about children and follows their routines from home. As a result, babies feel safe and secure because routines are familiar to them.
- Children are provided with opportunities to play outside to support their physical development. The childminder takes children to the local parks. They have previously visited the local care home, zoo, library and museum. Children learn about different cultures and celebrate festivals, such as Chinese New Year, Easter and Christmas. Therefore, children are developing an awareness of the world around them and communities beyond their own.
- The childminder evaluates her practice in order to provide quality experiences and opportunities for children. She regularly meets with other childminders to share good practice. The childminder ensures her mandatory training remains up to date. However, she does not always identify opportunities for professional development, to help raise the quality of teaching to the highest level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe home for children. The childminder keeps her safeguarding training up to date. She understands her responsibility for safeguarding children and how to raise concerns regarding their welfare. The childminder has a clear understanding of how to deal with allegations being made against either herself or a member of the household. She has a pet dog, who uses a separate area from children if required. She holds a paediatric first-aid certificate. Therefore, she is able to deal with any accidents that may occur.

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

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

- strengthen opportunities for professional development, to help raise the quality of teaching to the highest level
- make the most of books available to children in order for them to learn how letters are formed and words are written.

## Setting details

<b>Unique reference number</b>	EY104287
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10264126
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	6 June 2017

## Information about this early years setting

The childminder registered in 2001 and lives in Lancaster. She operates Monday to Friday, from 8.30am to 3.30pm, term time only. She also operates occasionally during school holidays. The childminder holds a relevant qualification at level 3. She receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kate Martin

## 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 and the inspector evaluated an activity and discussed the impact on children's learning.
- Parents shared written views regarding the childminder with the inspector.
- The inspector observed interactions between the childminder and children.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector discussed the childminder's curriculum vision and intended learning opportunities for children
- The inspector observed relevant documentation.

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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