

# Childminder report

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Inspection date: 8 February 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

The childminder provides children with a lovely, clean, safe and welcoming home-from-home environment. The children have secure attachments with the childminder. Children are able to navigate around the well-resourced, spacious setting. They are confident to select resources and enjoy playing with them. They confidently ask if they can play outside. They are encouraged to put their own coats and wellies on. Older children independently manage their own personal needs, including washing their hands. Therefore, children understand the importance of good hygiene practices and are developing their independence.

Children have ample opportunities to play outdoors. They spend time using jugs to pour water down tubes, and they are fascinated when the propellers spin. They love the mud kitchen and use sponges to clean up after themselves. In addition to playing outside, children visit various places close to the childminder's home as well as places beyond their local community. For example, the children enjoy visiting a horse sanctuary, the seaside, library and woodland areas. The children talk about Ernie the pet tortoise. When asked where he is, they say he is 'asleep' and 'he will need a warm bath to wake him up'. As a result, children are gaining valuable experiences and learning about the world around them.

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

- The childminder has a clear vision for the curriculum she provides for the children. She uses a yearly plan with a monthly overview for themes she would like to teach children about. She incorporates children's interests into this. In the main, children engage in adult-led activities and soak up the childminder's teaching. For example, a recent visit to the local woodland sparked an interest in birds. Older children enjoy making nests from twigs. They use play dough and mould it to make eggs for their nests. However, younger children sometimes choose to play with their friends instead and do not always take advantage of the childminder's quality teaching.
- Parents speak highly of the childminder. They say that the childminder communicates effectively with them. For example, she uses daily diaries and electronic systems to share information regarding their children's development. Older children who attend after school have written testimonials saying they feel safe and happy at the childminder's.
- Children behave very well. They use manners without being prompted. They are respectful of each other and the resources they play with. The childminder praises children at every opportunity. When they are struggling with an activity, they let the childminder know they need help rather than becoming frustrated. For example, children who are playing with lock boards manage to open two doors. They take the board to the childminder for help to open the others when

they are stuck. As a result, children are learning to manage their own feelings.

- The childminder communicates with the children very well. She models positive language and builds children's vocabulary throughout their play. Children enjoy looking at books and playing with the props to support their favourite stories. For example, they talk about the Mummy Owl and her three babies. Some children recall parts of the story, asking if Mummy Owl will bring some worms for her babies. The childminder asks the children if they would like to make some worms for the baby owls. Consequently, children's communication and language are supported effectively.
- The childminder recognises the effect that COVID-19 had on the children, particularly their social development. Due to children's limitations of mixing with others, the childminder enhanced outdoor play within her curriculum. The childminder provides opportunities for children to build their confidence around others, for example when meeting other children at toddler groups. As a result, children are making good progress with their social skills.
- The childminder is proactive in seeking opportunities to develop her own professional practice and has completed several courses. For example, she chose to update her knowledge of communication and language and outdoor play. It is evident through the childminder's teaching that these courses have had a positive impact on children's speech and language as well as their experiences outdoors.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in keeping children safe and protecting them from harm. She is aware of the procedures she must follow to report any safeguarding concerns or allegations regarding herself or anyone living in the household. The childminder completes regular training and keeps up to date with local safeguarding reporting procedures. She ensures the environment is safe for children to play in, and they are supervised at all times. The childminder holds a current paediatric first-aid certificate.

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

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

- provide even more opportunities for younger children to benefit from the quality teaching and learning opportunities available.

## Setting details

<b>Unique reference number</b>	EY224536
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10264770
<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>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	26 June 2017

## Information about this early years setting

The childminder registered in 2002 and lives in Fulwood, Preston. She operates all year round, from 7.30am to 5.30pm, Monday to Wednesday, except for bank holidays and family holidays.

## 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 provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector took account of parents' views about the childminder's setting.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector around her home and talked about her plans for children's care and learning.
- A joint evaluation of an activity was conducted by the inspector and the childminder.
- The inspector observed interactions between the childminder and the children.

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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