

Childminder report

Inspection date: 14 March 2023

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 happy, motivated and eager to learn. They have a wonderful sense of security and trust in the care of this nurturing childminder. Children welcome visitors with bright smiles and are eager to share their favourite toys in the knowledge that the childminder is close by. For instance, younger children independently choose a book and are excited to share their choice with the inspector. Care and hygiene routines are embedded well within this setting. The childminder demonstrates empathy and respect by asking permission before carrying out intimate care, such as nappy changing.

The childminder has high expectations for all children. The childminder knows the children well and plans activities based on individual children's interests. The curriculum builds on what children already know and can do. For example, younger children point to a picture of socks and excitedly say 'socks'. Therefore, children are developing confidence and are beginning to develop early language skills. The childminder ensures that children have more opportunities to learn about the world around them. Younger children enjoy attending a local playgroup on a regular basis. Older children enjoy trips to the library and picnics in the park with their friends from other settings. This helps children to develop social skills and improves their confidence in larger groups, subsequently preparing them for the transition to school.

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

- The childminder has a secure knowledge of children's learning and development. She regularly monitors and assesses children's learning and is able to identify any areas for development. For example, younger children attempt to complete a dinosaur puzzle, and the childminder asks the children, 'What is it?' Children try to say 'dinosaur', and she praises their efforts while modelling the word. Therefore, children are learning new words and developing their early language.
- The childminder has made secure links with other early years settings and frequently shares information about children's learning. They work together to support children's interests and provide a consistent approach to learning. Therefore, children's learning is sequenced and planned.
- Partnerships with parents are robust. Parents report that the childminder shares information on their children's learning and progress. She provides detailed daily handovers about their child's day, including any progress or concerns she may have. Parents comment that the childminder encourages parents to get involved in their children's learning by sharing children's home interests, such as playing with a football. As a result, children's learning opportunities are extended.
- The childminder talks softly and helps the children to build on their communication skills. She encourages younger children to try new words.

However, she does not always correct them with the right terminology in order for them to get it right the next time. For example, a younger child points to a banana and eagerly says 'naanna'. The childminder praises them, saying, 'That's right, naanna', instead of 'banana'. Therefore, children are not consistently supported to develop correct vocabulary.

- Children demonstrate good levels of engagement, and the childminder gets involved in their play. The childminder provides lots of praise and encourages younger children to have a go. However, younger children are not always given adequate time to explore the activities independently. For example, younger children explore the building blocks and have a go at putting them together. However, the childminder interrupts their thought process by stacking the blocks for them. Therefore, younger children are not consistently developing their skills in having resilience to setbacks.
- The childminder evaluates and reflects on her practice. For example, children spend more time outdoors in places such as the park following the recent COVID-19 pandemic. Children spend time learning about nature and using the climbing frame. As a result, children are developing their emotional well-being and physical skills.
- Children are polite and behave very well at this setting. Children understand the childminder's expectations and manage their emotions well. For example, children immediately respond to the childminder's gentle instruction to tidy up and excitedly clap when they have completed the task. Therefore, children are able to demonstrate respect towards others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection. She regularly attends training to ensure her knowledge is up to date. As a result, she understands all areas of safeguarding and is aware of the procedures to follow should she have any concerns about a child's welfare. Furthermore, the childminder is also qualified to administer first aid, and she understands how to respond in the event of an accident or emergency. The childminder ensures her home is secure and safe, and she helps children to learn about keeping themselves safe. For example, on walks, older children learn where the safest place to cross the road is.

What does the setting need to do to improve?

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

- provide children with more opportunities to develop their resilience through having a go at activities independently
- consistently use the correct terminology to support children's language.

Setting details

Unique reference number	301552
Local authority	Blackburn with Darwen
Inspection number	10276228
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	6 July 2017

Information about this early years setting

The childminder registered in 1993 and lives in Blackburn, Lancashire. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for family holidays.

Information about this inspection

Inspector

Kelly Little

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 childminder showed the inspector all areas used for childminding.
- The inspector had a professional discussion with the childminder about safety on outings and viewed relevant documentation, including a first-aid certificate, at appropriate times during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector took parents' views into consideration.
- The inspector observed a range of activities and interactions between the children and childminder to help evaluate the quality of education.

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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