

Childminder report

Inspection date: 21 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	Met
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What is it like to attend this early years setting?

The provision is good

Children have strong attachments with the attentive and caring childminder. Babies approach the childminder for cuddles and reassurance when they are feeling unwell or unsure. Children explore the welcoming home-from-home environment. They are motivated to explore independently and make choices about what they wish to play with. They engage well in their chosen activities and play harmoniously with other children. They are well cared for and demonstrate that they feel safe and secure. Children receive plenty of praise, care and attention, which allows them to thrive and develop secure levels of confidence and self-esteem.

The childminder plans an exciting environment, which inspires children's curiosity. She considers how best to organise resources to link to planned learning and includes 'real-life' objects that engage the children. For example, babies eagerly use their senses to explore pinecones, coloured and shaped blocks and silver tea sets, showing great curiosity and imagination. They explore large curtain rings, wooden cones and soft toys linked to a story. Children particularly enjoy sharing books with the childminder. They also learn to handle books carefully. All of this helps prepare children well for their future learning at school.

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

- Children's next steps in learning are well known by the childminder. She regularly observes the children and uses assessment effectively to ensure that the activities provided support children to develop the skills and knowledge they require next. The childminder helps children to learn a range of nursery rhymes. She sings with the children as part of their daily routine, continually comments on what they are doing and asks lots of questions. However, on occasion, she does not give children time to process and respond to these, to promote their thinking skills as effectively as possible.
- The childminder provides children with good opportunities for them to become aware of what makes them unique. Children celebrate differences between people and cultures and understand differences within the local community. They visit playgroups, where they learn to interact with a range of people. This helps children to develop positive social skills and to respect others.
- The childminder is a good role model and provides a calm environment. She is gentle with babies, speaks calmly and sensitively to children and helps them to understand how to treat others with respect and kindness. The childminder warmly embraces babies and is quick to notice when children appear hungry or tired. She ensures good eye contact during activities. This helps babies to feel secure.
- Children have good opportunities to develop their literacy skills. For example, they enjoy listening to familiar stories and rhymes. Some children respond by

moving their bodies as they imitate the childminder's movements. The childminder helps children to understand and develop an awareness of rhyme and rhythm. Children independently access their favourite stories and books throughout the day. This supports children to develop a love of literacy and promotes their imaginative skills.

- Children are encouraged to eat healthily and adopt a healthy lifestyle. The childminder provides home-cooked meals and healthy snacks. She encourages children to be active throughout the day. This supports children's understanding of how to make healthy lifestyle choices and how to look after their bodies.
- The childminder is very passionate about her work and takes time to get to know families well. She learns about the skills children already have and what they need to learn next. The childminder uses children's interests to create exciting activities for them to explore. She shares development information with parents regularly. However, she does not always support parents to extend their children's learning at home.
- The childminder understands the importance of reflecting on her practice and completing training courses to develop her knowledge further. The childminder talks of the positive impact a recent safer-sleep course has had on children's quality of nap times. Children benefit as training is targeted to support their needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands what she needs to do in order to protect children from harm. She has attended training in safeguarding and child protection and confidently describes how she would report any concerns to the appropriate authorities. The childminder has a clear understanding of the potential signs and symptoms of abuse and neglect. The childminder is aware of the process to follow should an allegation be made about her conduct. She has an effective fire evacuation procedure in place. The childminder is paediatric first-aid trained and understands how to respond to accidents and injuries.

What does the setting need to do to improve?

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

- ensure that children have sufficient time to process and respond to questions, to help them develop their thinking skills
- develop communication with parents, in order to support a shared approach to promoting children's learning at home.

Setting details

Unique reference number	EY421757
Local authority	Lancashire
Inspection number	10276355
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	12 July 2017

Information about this early years setting

The childminder registered in 2011 and lives in the Briercliffe area of Burnley, Lancashire. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector
Suzy Marsh

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 her evaluation of the setting.
- Discussions were held with the childminder and children at appropriate times throughout the inspection.
- A learning walk was completed with the childminder to discuss the curriculum intent and how the provision is organised.
- The childminder and the inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including qualifications, evidence of the suitability of adults living in the household, the first-aid certificate and policies and procedures.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching on children's learning.

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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