

Childminder report

Inspection date: 29 March 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are supported to develop a love of learning and a belief that they can achieve. The nurturing childminder frequently praises children and encourages them to keep on trying when they face challenges. For example, when the tower that children have made falls over, they say 'I could try a different way to build it now'. When children are learning to hit a ball with a badminton racket, they say 'throw it again, I know I can hit it' after missing the first ball. Children make links in their learning. They are keen to explore shapes in the environment after being taught the names of different shapes. Children demonstrate very positive attitudes to learning and are extremely resilient.

Children are immersed in a wide range of rich learning experiences. They expand their knowledge and understanding through high-quality teaching and remember what they have been taught. Children talk about collecting pine cones at the beach and observing the new buds on flowers. As they draw with an orange pen, they recall that they 'made orange last time by mixing red and yellow together'. All children are making good progress in their learning.

Children's personal development is prioritised by the childminder. She has embedded clear routines which support children to become independent. For example, children serve themselves food at snack time and have been taught how to wash and dry their own plates. The childminder supports children to manage their own emotions and encourages them to notice the needs and feelings of others. As children share resources, they say to each other 'do you need more pens?'. Children have developed positive relationships with the childminder and with each other. They are happy, confident and feel safe.

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

- The childminder is a reflective practitioner. She considers the needs of children, as well as self-evaluation of her practice when seeking out professional development opportunities. This helps to ensure that training focuses precisely on improving the quality of teaching and outcomes for children.
- The childminder knows the children well and plans activities linked to their interests and next steps. She is clear about what she intends for children to learn and how she ensures that her curriculum builds sequentially over time. However, during planned activities, the childminder does not always consider all children's stages of development to ensure that they consistently make the best progress they can across all learning experiences.
- The childminder promotes a love of reading. She ensures that children have access to a range of books and reads to children every day. Children enjoy naming all their favourite stories as they look through the basket of books.

Children confidently join in with the words as the childminder reads, demonstrating that they are familiar with these stories. Children recognise the letters in their own name and excitedly tell their friends how to spell their name. Children are well prepared for the next stage in their education.

- Children have a secure understanding of early mathematics. Older children confidently count to ten and talk about the number of sides that triangles have. Children recognise shapes such as a rectangle, hexagon and a trapeze. They say 'a rectangle looks like a door' as they build shapes with sticks. Children are making significant progress in their mathematical development.
- The childminder ensures that children are consistently exposed to a rich and varied vocabulary. Children frequently learn new words and have high-quality conversations. Furthermore, the childminder uses songs to support children's language development. As children build a bridge, she begins to sing 'London bridge is falling down'. The children later respond by continuing the song, singing 'build it up with sticks and stones', as they find the materials they would like to use. Children are becoming confident communicators and their language development is extremely well supported.
- Children have many opportunities to develop their physical skills. Older children skilfully balance and walk on stilts. Babies develop their gross motor skills as they roll balls to the childminder and climb the up steps to the slide. Children are making good progress in their physical development.
- The childminder promotes good hygiene practice. She teaches children about the importance of washing their hands and encourages children to help to clean the table before eating. As children wash their hands, they talk about cleaning between their fingers to get rid of the germs. Children are developing their understanding of how to keep themselves healthy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder thoroughly risk assesses all aspects of her provision to ensure that children are safe. The childminder demonstrates a secure knowledge of how to identify and respond to any concerns about a child's welfare. The childminder works closely with other professionals and provides additional support and advice to families who may need help. The childminder understands how to report any allegations made against her or any household member.

What does the setting need to do to improve?

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

- consider the developmental stages of all children when planning activities, so that they make consistently high levels of progress across all learning experiences.

Setting details

Unique reference number	308838
Local authority	Blackpool
Inspection number	10265417
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	0 to 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	6 June 2017

Information about this early years setting

The childminder registered in 1999 and lives in Blackpool. She operates from 8am to 5pm, Monday to Friday, term time only. She holds an appropriate childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Liz Dayton

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.
- The childminder showed the inspector the premises and discussed how they ensure the premises are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector spoke to children to find out about their time with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2023