

Childminder report

Inspection date: 3 May 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are highly motivated to learn. The rich and extensive learning opportunities, especially in the outdoors, ignite children's curiosity. Children are confident learners and independently seek to investigate and find out more. For example, children observe the tadpoles, examining their features and checking to see if they have started to grow legs. Children demonstrate care and concern for animals. They enjoy gently petting Matilda, the tortoise, and gather dandelion leaves to feed to her. This extends to showing kindness and consideration to their friends; children share and patiently wait their turn. As a result, children develop friendships that encourage a sense of belonging. This encourages exemplary behaviour, which is highly conducive to children's learning.

Children rise to the childminder's very high expectations. They listen intently to the childminder and sustain their concentration. This allows children to develop their understanding of more complex concepts. For example, at circle time, children discuss topics such as 'pollution'. They think of ways that litter might get into the ocean and how this affects the animals that live there. Parents praise the programmes of learning that the childminder plans for each individual child. They feel involved with their child's learning and able to share in their achievements.

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

- The dedicated childminder is deeply committed to ensuring her own continued professional development. She attends a variety of carefully selected training courses and holds regular professional discussions with other childminders. This helps her to continually reflect and robustly evaluate her practice and provision. As a result, the quality of education is exceptional.
- The childminder is inspirational in her pursuit to develop and deliver an ambitious curriculum for all children. She diligently plans a range of exceptional learning opportunities that successfully challenge and extend children's skills and knowledge precisely. This helps to ensure that children make rapid progress in all areas of learning and development.
- The childminder uses her exceptional knowledge to expertly sequence the educational programmes for all children. This allows her to sharply focus on rapidly closing any emerging gaps in children's learning, while helping them to build upon what they know and can do. Children are developing a secure grasp of concepts that are crucial for their current and future learning and success.
- The childminder promotes a love of books. At story time, children are engrossed as the childminder expressively narrates the plot. They enjoy the illustrated story of David Attenborough, who meets the Queen. This reminds them of the preparation for the King's Coronation. Opportunities such as these, help children to make important links in their learning, which deepens their understanding of

people and occasions within the wider society.

- The childminder skilfully supports children's vocabulary. She clearly models specialised words that are not commonly used. Children are able to recall the names for animals, such as chameleon, and refer to words, such as reptiles and amphibians. Children speak with increasing confidence and fluency.
- The childminder provides a range of nutritious and healthy meals, which children thoroughly enjoy. She works alongside parents to accommodate children's dietary requirements. As a result, children are learning to make healthy choices, which help to promote their health and well-being.
- The childminder prioritises children's emotional well-being and her approach to helping develop children's character is exemplary. She expertly works in partnership with parents to sensitively respond to children's needs. As a result, children are beginning to cherish what makes them unique and consistently show high levels of respect for others. This helps to ensure that children are exceptionally well prepared for the next steps in their learning.
- The childminder holds regular conversations with parents to discuss children's progress and achievements. Parents have an exceptionally clear understanding of what children are to learn next and how they can support them. This empowers parents to play an active role in supporting their children's learning, which extends beyond the setting, into the home and while out and about.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is proactive in her approach to ensuring children are safeguarded. She is able to identify the signs and symptoms of possible abuse. She knows children extremely well and is vigilant about any concerning patterns that may arise. The childminder is confident in the action to take, should she have concerns about the welfare of a child. She understands the whistle-blowing procedures and knows how to respond to concerns about the behaviour of adults working with children. The childminder carries out risk assessments to ensure that the learning environment is safe for children. The childminder has accessed an extended training programme to help ensure her safeguarding knowledge remains current.

Setting details

Unique reference number	EY265646
Local authority	Lancashire
Inspection number	10265036
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	5
Date of previous inspection	23 May 2017

Information about this early years setting

The childminder registered in 2003 and lives in Preston. She operates all year round, for 48 weeks of the year, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides free funded early years education for three- and four-year-old children. She has a relevant early years qualification at level 3.

Information about this inspection

Inspector
Lyndsey Murray

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation during a creative activity.
- Parents shared their views of the setting with the inspector.
- 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.

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