

Childminder report

Inspection date: 24 May 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are happy and comfortable in the childminder's safe and welcoming home. They are settled and have formed strong bonds with her. Children have lots of opportunity to practise their physical skills, for example as they join in with a yoga session. They especially benefit from the well-organised and inviting outdoor learning space. Children learn about foods they can grow and eat as they water the fruit and vegetables. Children comment that the type of salad leaves in their play kitchen smell 'peppery'. Children behave well. They understand the need to share and to take turns. The childminder supports them to resolve conflict as she explains what it means to be kind to each other. Children willingly tidy away when asked and they enjoy preparing the table for snack time.

Children are confident communicators. The childminder introduces lots of vocabulary at every opportunity and carefully models the correct pronunciation. Children excitedly ask for a story when they sit with the childminder in the book area. Using props, the childminder brings the story of 'The Gruffalo' to life. Children clearly know the story well and they excitedly join in with familiar phrases. Younger children giggle as they imitate the childminder's words and copy her as she makes the sound made by the 'owl with the big eyes'. All children show great listening and concentration skills and are gaining a love of literacy.

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

- The childminder demonstrates a commitment to continuous improvement and evaluates her provision well. She has acted on the actions raised at her previous inspection. Her home is well organised, offering lots of space for children to freely explore. The childminder has developed her own professional practice through a range of training opportunities. For example, she has improved her knowledge about children's learning and now provides children with a broad and interesting curriculum.
- The childminder accurately assesses children's progress. She uses this to sequence her teaching effectively, which supports children's continuous learning. During a water play activity, children show their caring tendencies as they bath, dress and feed the dolls. Younger children learn new words, such as 'splash' and 'splosh' as they enjoy the sensory experience of the bubbles and water. Older children learn the complex names of some body parts. The childminder has clear learning intentions for all children, who have high levels of confidence and positive attitudes to learning.
- The childminder introduces opportunities for mathematics. During snack time, younger children use their 'magic finger' to count the pieces of fruit they have skilfully cut up. The childminder extends mathematical thinking with older children. For example, she helps them to learn about how many segments they

have in their tangerine. They confidently explain which pieces are the largest and smallest as they place the fruit in order of size.

- The childminder promotes healthy lifestyles. Children enjoy a variety of home-made healthy meals and snacks. Children explain to the inspector the importance of washing the germs off their hands before snack time. Also, that they need to wear sun cream and a hat to protect them from the sun.
- The childminder recognises the benefits of working in partnership with parents. Parents are complimentary about the progress their children are making. They also appreciate the 'amazing home-cooked meals and healthy snacks' that the childminder provides for their children.
- The childminder is aware of the skills that children will need to support the next stage of their learning. She encourages older children to gain more independence, such as being able to tend to their own personal needs or hold a pencil to make meaningful marks. Children also learn important social skills and develop good attitudes to learning. These aspects of learning contribute to a smooth transition to life in school.
- Children begin to understand diversity as they learn about the childminder's own cultural background. This helps children to reflect on their similarities and differences, using real-life examples. However, the childminder's curriculum for equality and diversity is limited. Children are not provided with a rich set of experiences that promote mutual respect and tolerance for people, families and communities beyond their own. As a result, children are not fully prepared for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is acutely aware of her role and responsibility to keep children safe. She has kept her safeguarding training up to date and understands child protection procedures well. The childminder ensures that persons whose suitability has not been confirmed are not left unsupervised with the children in her care. She also places a strong emphasis on teaching children about keeping themselves safe. For example, the childminder teaches all children about 'stranger danger' and road safety. She expands on this to help older children learn about their own privacy and personal boundaries.

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 a rich set of experiences that promote mutual respect and tolerance for people, families and communities beyond their own to help prepare them for life in modern Britain.

Setting details

Unique reference number	EY380888
Local authority	Lancashire
Inspection number	10269755
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	28 November 2022

Information about this early years setting

The childminder registered in 2008 and lives in Chorley. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Alison Tranby

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Discussions were held at convenient times with the children and the childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- Consideration was given to parents' written comments.
- The inspector observed an outdoor play activity between the childminder and the children. The learning outcomes for children were discussed afterwards.
- Relevant documents were reviewed by the inspector, including qualifications and children's records.
- The inspector held discussions with the childminder to assess her knowledge of safeguarding and welfare requirements of the early years foundation stage and how the childminder evaluates her practice.

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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