

# Childminder report

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Inspection date: 6 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 develop secure relationships with the childminder and turn to her for reassurance when needed. They behave well, play happily together and are kind and considerate to each other. Children say 'please' and 'thank you' appropriately and request politely to leave the table after lunch. The childminder skilfully adapts activities to extend and support children's learning as they play. For example, she swiftly provides containers and lentils, for pouring and tipping, when she observes a child repeatedly placing bricks into a box and tipping them out. This enables him to continue his exploratory play. All children, including children with special educational needs and/or disabilities and children in receipt of additional funding, make good progress.

The childminder recognises the impact of the COVID-19 pandemic on children's development. She has designed the curriculum to focus strongly on developing children's social and communication skills. Children enjoy a wide range of outings which support their physical development and understanding of nature. They watch cows being milked, visit the chickens and buy eggs from the local farm. Children learn about animals at the zoo and marine creatures at the sea-life centre. They socialise with other children at local groups, which helps to increase their confidence. This helps to prepare children well for working in larger groups in readiness for school.

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

- Since the last inspection, children benefit from increased opportunities to develop their independence. They practise self-care skills, such as washing their hands and putting on their shoes before going outside. Children butter their toast at snack time and pour their own water at lunchtime. They take responsibility for tasks such as brushing up the lentils that have fallen on the floor.
- Children enjoy a range of activities linked to calendar events. These are beginning to raise their awareness of their culture and those of others. For example, children make candles at Eid and American pancakes on Independence Day. They watch videos about Diwali and visit buildings in the local area, such as the mosque. Children talk about different emotions, such as being happy and sad, and are developing an awareness of what makes them unique.
- A range of experiences help children to develop good speaking and listening skills. Children enjoy playing instruments, singing and performing actions to familiar songs. They listen carefully to the sound of lentils pouring from containers and compare this to the sound of rain. The childminder models speech well. She repeats words correctly as children use them, builds on their vocabulary, and actively encourages them to converse with her and each other.

- The childminder supports children's mathematical knowledge and skills well as they play. She helps children to count the slices of wooden pizza as they share them. The childminder names shapes as children fit them into jigsaws. She talks about wheels going round and round while making cars from a construction set.
- Overall, partnerships with parents and other professionals involved with children are sound. The childminder talks to parents daily and makes good use of an electronic messaging system to communicate during the day. For example, she asks a parent for the name of the family dog so that she can extend a conversation with a child. Parents receive some updates on their children's progress and development and some ideas to support their children's learning at home.
- Children learn effectively across a broad range of areas through activities that are well linked. For example, children listen to the story of 'The Very Hungry Caterpillar'. Children recall feeding fruit to caterpillars, watching them grow and releasing them as butterflies. They develop their creativity while painting pictures of butterflies. They learn about healthy diets while talking about the fruit in the story and while cutting out pictures of foods from magazines and gluing them on paper plates.
- Children make marks on magnetic drawing boards and crayon on paper, which helps to support their early writing skills. They hunt for minibeasts and flowers outdoors and record what they have found on a chart.
- The childminder makes good use of what she learns from reading and training to benefit children. She shares information with parents. For example, to support children's health, she provides leaflets on dental health, how to register with a dentist and about safer sleep practice.

## Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the childminder has taken appropriate steps to ensure that household members have undergone suitability checks and children are safeguarded. The childminder regularly refreshes her training to keep her knowledge of safeguarding up to date. She knows the signs that may indicate a child is at risk of harm and understands how to identify and report concerns. The childminder follows a checklist to ensure that all areas of the home used by children are safe. She teaches children how to keep safe, for example on outings and when near dogs.

## What does the setting need to do to improve?

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

- exchange more detailed information with parents about children's progress and development to support ongoing assessment.

## Setting details

<b>Unique reference number</b>	EY382007
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10281201
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	7 February 2023

## Information about this early years setting

The childminder registered in 2008 and lives in Ribbleson, Preston. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder occasionally works with an assistant.

## Information about this inspection

**Inspector**  
Lynne Naylor

### Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed the space and resources available for childminding to understand of how the early years provision and the curriculum are organised.
- The inspector observed the interactions between the childminder and the children throughout the inspection and evaluated the impact on children's learning.
- A joint observation was carried out by the inspector and the childminder.
- The inspector looked at a sample of documentation, including evidence of the childminder's training.
- The inspector spoke to some children during the inspection and took account of the written views of parents provided by the childminder.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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