

Childminder report

Inspection date: 20 July 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	Good
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What is it like to attend this early years setting?

The provision is good

The kind and caring childminder greets children into the setting by giving them a hug on arrival. Children wave goodbye to their parents and enter the setting excited to play and explore. Their behaviour is very good. Children listen and follow simple instructions as they sit down for breakfast. They smile as they learn new skills. For example, children learn how to thread buttons onto a straw and how to use scissors safely. Children's emotional development is well supported by the nurturing childminder.

The childminder supports children to develop their communication and language skills well. Children talk to the inspector about their favourite superheroes. They recall how one of them lost its voice because it got wet in the snow. Other children talk about how the oranges feel 'sticky', 'wet' and 'juicy' as they peel them. Children are becoming effective communicators. This supports them with their emerging vocabulary.

The childminder knows the children well. She gathers key information about children prior to them starting and carries out regular observations of children in the setting. The childminder uses this knowledge to adapt her teaching to meet the individual needs of all children. For example, children explore with wet, scented sand. Some talk about how it feels and changes when they squeeze it. Others use weights to explore who has the most sand. As a result, children thrive and make good progress from their starting points.

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

- Children enjoy engaging in back-and-forth conversations as they play. For example, they discuss holidays and going on a plane. Children take turns to listen to what each other has to say. They are learning to develop their attention and listening skills.
- Children develop their thinking skills as they play. For example, they talk about a recent birthday party. Children find pans and cups to make their own pretend tea and birthday cake. They identify that the sand has become trapped inside one of the toys. Children try different small tools to try and release the sand. When they do so, they cheer for each other. Children are becoming critical thinkers and developing their problem-solving skills.
- The childminder has a strong focus on promoting children's physical development. They develop balance and coordination as they walk to the local woods and take bicycles to the park. Children use pipettes to squeeze paint onto paper, and thread beads onto straws. This develops children's finger muscles for early writing activities.
- Children enjoy visiting the local library. They recall hearing stories such as 'Hairy

Maclary' and 'Room on the Broom'. Children bring activity bags back to the setting to help them learn more about their favourite stories. This supports children to develop a love of books and reading.

- Mathematics is a focus of the childminder's daily curriculum. Children count out the cups, plates and spoons at breakfast time. They count how many pages they have completed in the books they share at home. Children also identify and talk about the numbers on the front of the local buses. Children are learning to explore numbers and develop their mathematical skills.
- Children understand how to keep themselves and others healthy. They wash their hands after blowing their noses or after going to the toilet. Children enjoy healthy fruit platters at snack time and they talk about how these make them strong. They are developing healthy habits for the future.
- Children learn about the world around them. They look for different leaves within the forest and learn the names of them. The childminder supports older children to use the internet to learn about other countries. This supports children to talk about different lifestyles around the world. However, the curriculum does not always support younger children's understanding of similarities and differences. Consequently, children are not always learning about the wider world around them.
- The childminder has worked hard to develop partnerships with parents. Parents complete regular evaluation forms. They praise the childminder for her excellent practice. Parents are also asked to share what children's current interests are at home. This information helps the childminder create an exciting learning environment for all children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding procedures. She knows what to do if she has a concern about a child and where to seek more support if needed. Children's welfare is of a high priority. The premises are safe and secure. The childminder ensures that safety checks are also carried out on a regular basis. As a result, children are kept safe. The childminder supports children to become aware of risks as they play. For example, she demonstrates how to pass scissors and use them safely. The childminder also talks to children about a risk of slipping when they drop beads on the floor. Children are learning how to manage their own risks as they play.

What does the setting need to do to improve?

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

- strengthen the curriculum further to support younger children's understanding of similarities and differences in the wider world around them.

Setting details

Unique reference number	403510
Local authority	Lancashire
Inspection number	10289217
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 9
Total number of places	5
Number of children on roll	0
Date of previous inspection	16 November 2017

Information about this early years setting

The childminder registered in 2001 and lives in Walton-le-Dale. She operates all year round from 7.30am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Sharon Walton

Inspection activities

- This was the first routine inspection the provider 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 the early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed interactions between the childminder and children.
- The inspector spoke to parents during the inspection and took account of their views.

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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