

Childminder report

Inspection date: 30 October 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and welcoming environment for the children who attend her setting. She knows the children well and has built positive relationships with them. This supports children to feel safe and secure. The childminder creates an environment in which children can independently access a range of resources that interest and engage them. Children are confident to make choices about what they would like to do, as they engage with the exciting learning experiences that the childminder offers.

The childminder is a good role model to children. She is respectful in her interactions with them, leads by example and gives clear explanations about her expectations of children's behaviour. At lunchtime, the childminder shows children how to tidy away the toys. She praises children as they enthusiastically join in. The childminder has established clear routines, which children understand and follow consistently.

Children encounter a wide variety of experiences that support their progress and help them to learn about the wider world. The childminder regularly takes children to the library, to playgroups and to local events aimed at young children. She also takes children to visit the local care home, where they take part in activities and storytelling. These experiences promote children's understanding of the world around them and of families and communities beyond their own. These experiences also help to ensure that children are well prepared for the next stage of their education.

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

- The childminder reflects on her practice and has a positive attitude towards her continuous professional development. She considers the needs of the children and focuses her training on meeting these areas of need. This helps to ensure that children receive a high quality of education and that the childminder's practice continues to improve over time.
- The childminder knows children well. She plans activities that promote children's progress in all areas of their development. For example, the childminder uses a globe to engage children in two-way conversations about the places they have visited. She answers children's questions and gives clear explanations, linking this to previous learning. Children make good progress and remember what they have been taught.
- Children's mathematical development is promoted effectively by the knowledgeable childminder. She models language of number, shape, and position as she introduces mathematical concepts into children's play. As children count, the childminder talks about adding more and supports children to count

how many items they have altogether. Children are making good progress in developing their mathematical skills.

- The childminder uses her interactions with children to promote their curiosity and creativity. However, at times, the childminder offers solutions to children before they have had time to problem solve. For example, as children look at a picture of bricks and try to replicate the pattern, the childminder shows them which bricks they need to make it the same. This does not support children to extend their thinking skills.
- The childminder values working in partnership with parents. She provides parents with information about their children's progress and how to extend their learning at home. Partnerships with parents are effective in supporting continuity of children's education and care.
- Children's health and well-being is prioritised by the childminder. She promotes their oral health through providing children with nutritious food and ensuring that they brush their teeth while at the setting. The childminder encourages children to be active through daily opportunities for physical play, fresh air and exercise. Children say that they enjoy going on walks with the childminder and eating healthy foods. Children are developing their understanding of how to make healthy lifestyle choices.
- Children are independent in their play. They choose what they want to play with and engage for long periods of time in these activities. Children have learned how to use the toilet independently and know how to thoroughly wash their own hands. Children are becoming independent in meeting their own personal needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the signs that may indicate children are at risk of abuse. She knows the procedures to follow should she have any concerns about children's welfare. The childminder has a secure knowledge of the action to take if any allegations are made about her, or any household member. The childminder identifies any potential risks to children and puts measures in place to help to ensure that children remain safe in her care. For example, she ensures that children are carefully supervised when near pets and that they wash their hands immediately after touching animals.

What does the setting need to do to improve?

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

- support children to extend their thinking skills by giving them more time to problem solve.

Setting details

Unique reference number	EY492145
Local authority	Blackpool
Inspection number	10289501
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	2 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	27 November 2017

Information about this early years setting

The childminder registered in 2015 and lives in Blackpool. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. The childminder provides funded 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 of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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