

# Childminder report

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Inspection date: 2 November 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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children enjoy their time with the childminder and have secure bonds with her. They love to climb on her knee and give her cuddles. The childminder knows the children well because she spends time getting to know them during their first days with her and through partnerships with their parents.

The children's voices shine through this setting. They have lots of choice and are confident to ask for help when they need it or to request activities. For example, when children ask if they can paint, the childminder provides the materials for them to be creative and supports them to make 'sparkly firework' pictures. The childminder teaches children how to mix the paint and create artwork, using various tools and their hands. The childminder praises them for their creations and displays their artwork. Consequently, children feel valued.

The childminder communicates with children well. She understands what children need to hear in order to develop their language skills. For example, she uses single words for babies and models correct language for older children. The childminder introduces new words to build on children's vocabulary. Children of all ages enjoy looking at books and listening to stories. As a result, the children are developing their communications skills.

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

- The childminder's curriculum incorporates the next stages in children's development as well as their interests. She tracks children's progress to plan effectively and to identify any areas of concern. Consequently, all children are making progress.
- Children have plentiful opportunities to learn indoors. The childminder plans activities, and children have lots of toys and resources to independently choose from. However, the childminder does not plan effectively for the outdoor environment. As a result, children who prefer to learn outside do not always have the opportunity to do so.
- Parents say that the childminder provides a detailed handover each day. They say she is informative and keeps them updated about their child's development. The childminder shares updates with parents electronically and also encourages parents to share learning from home. Parents say their children are happy and well cared for. Consequently, children benefit from a positive partnership between home and the setting.
- Children play alongside their friends and behave well. The childminder reminds children about using their 'kind hands' and sharing with their friends. As a result, children are developing an awareness of the childminder's expectations.
- The childminder provides meals and snacks for the children. She speaks to

children about what they would like and encourages them to make healthy choices. Water is available throughout the day. The childminder teaches children about the importance of oral health through activities. This helps children to develop positive attitudes to healthy eating.

- The childminder uses her curriculum to develop children's understanding of the world. For example, children enjoy outings in the local community. However, the childminder does not build children's awareness of cultures, diversity and people who are different to them. Consequently, children do not learn about similarities and differences and what makes them unique.
- Babies thrive with the childminder. They independently explore the setting. They delight in playing alongside older children, who take care when playing with the babies. The childminder is tuned into the babies' needs and follows familiar routines with them. For example, the childminder provides babies with their comforters when it is time for a nap so that they know what is happening next. As a result, babies feel safe and secure.
- The childminder understands the importance of reflecting on her practice and keeping her knowledge and skills up to date through continuous professional development. She accesses courses online, including webinars. Weekly network meetings with other childminders provide opportunities to share good practice. As a result, the childminder is able to use her new-found knowledge to adapt her practice.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection. She knows how to act on any signs that a child may be at risk of harm. The childminder is aware of her responsibilities should an allegation be made against herself or a member of her household. She regularly attends training to ensure that her knowledge is up to date. The childminder ensures that the premises are safe and secure. She holds a valid paediatric first-aid certificate, which enables her to treat children should an accident occur.

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

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

- develop the curriculum for understanding the world further, to develop children's awareness of cultures, diversity and people who are different to them
- strengthen the planning for activities in the outdoor environment to help children who prefer to learn outside to have the same level of stimulating experiences as provided indoors.

## Setting details

<b>Unique reference number</b>	403505
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10259978
<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>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	26 February 2018

## Information about this early years setting

The childminder registered in 2001 and lives in Burnley, Lancashire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

## Information about this inspection

**Inspector**  
Kate Martin

### 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 setting.
- The inspector carried out a joint observation of children's learning with the childminder.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The childminder and the inspector discussed the childminder's intentions for her curriculum.
- The inspector took account of the written feedback from parents.

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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