

Childminder report

Inspection date: 22 January 2024

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

Children show the strong bond they have with the childminder as they confidently leave their parents to go off and find their friends. Children arrive eager and excited to explore the learning environment the childminder has created for them.

The childminder provides a well-planned and sequenced curriculum for all children. She skilfully identifies next steps in children's learning and plans opportunities for them to develop new skills. Consequently, children demonstrate positive attitudes to learning. The childminder supports children to use their imagination and creativity, which helps them to initiate and lead their own play. For example, children lead a game of hide and seek with the birthday balloon. They decide that the childminder is the seeker while they count. Children maintain high levels of engagement and giggle with mischief when the childminder cannot find it. The childminder provides children with praise and encouragement, which builds their self-esteem and confidence. She models how to treat others with respect, and she sets clear expectations for behaviour. As a result, children show great kindness and concern for each other and their environment. When minor conflicts arise, children sensitively and confidently resolve these issues for themselves. This helps children to learn to share, take turns and work cooperatively.

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

- The childminder provides children with a wide range of adult-led and child-initiated activities to support children's learning and development. She encourages children to recall what they have learned. For example, children look out of the window and talk about the snowman they built. As they say, 'It's just a pile of sticks now,' the childminder poses open questions by asking children to think about why it has melted. This helps children to develop their critical-thinking skills as they find answers to questions.
- The childminder supports children's communication and language development well. She incorporates songs and stories into children's play. When exploring winter pictures, the childminder narrates the scenes and introduces new words, such as igloo and polar bear. This helps children to learn new words rapidly.
- The childminder teaches children about safety and good hygiene practices. For example, children know they need to wash their hands after going to the bathroom and after wiping their nose. As children take their dolls for a pretend walk in their prams, they stop and wait for the green light at the edge of the rug. This meaningful role play helps children to remember safe practices when they go out on walks with the childminder. Children are becoming confident in managing risks.
- The childminder organises a variety of outside activities, including visits to playgroups along with visits to other childminder's homes. This gives children

opportunities to mix with other social groups. However, there are some gaps in the childminder's curriculum to teach children about difference and diversity. This means there are limited opportunities for children to learn about similarities and differences between themselves and others.

- Children's health and well-being are supported well by the childminder. They enjoy wholesome snacks and learn about how the food in their packed lunch keeps them healthy. The childminder promotes oral health well. For example, the childminder reads children stories about caring for their teeth, and they engage in discussions about keeping their teeth clean. Furthermore, the childminder provides daily access to the outdoors to support children's physical development. Children are learning how to look after their bodies to keep them healthy.
- The childminder maintains regular communication with parents, regarding their children's learning and development, through detailed daily handovers. Parents comment on the helpful support and guidance they have received from the childminder. For example, the childminder provides home learning activities. Parents comment that the activities have helped them prepare their children for the transition to school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- further enhance the curriculum to help children to learn about difference and diversity.

Setting details

Unique reference number	EY393615
Local authority	Lancashire
Inspection number	10308285
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	3 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	22 March 2018

Information about this early years setting

The childminder registered in 2009. She lives in Leyland, Lancashire. The childminder operates all year round, from 7am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Anita Dunn

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 she ensures 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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out joint observations of group activities with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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