

Childminder report

Inspection date: 23 February 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

The childminder provides a welcoming and homely environment where children feel safe and secure. She invests time in getting to know the children and their unique personalities. This helps her develop secure, nurturing attachments with the children. From the moment children arrive, they show excitement and interest in the experiences the childminder provides. She is respectful of children's choices, asking them what they would like to do and how. She offers children encouragement and praise, which promotes high levels of self-esteem.

The childminder plans a curriculum that allows children to be curious and explore. She fosters children's imagination and creativity. She suggests ideas to spark interest, such as making doughnuts at the dough table or putting tomato puree on their pizza. The childminder encourages a 'can-do' attitude. For example, she provides a range of vegetables and kitchen utensils so children can make their own pizzas. Children practise chopping and spreading. They want to know more and constantly ask questions, such as 'What does the pepper taste like?' The childminder helps children to think critically and use their current knowledge to test new ideas. She provides long spaghetti sticks and mini cereal hoops with dough. She uses timely interactions with children. She knows when they need help but also when to be patient, allowing children time to think. This results in children choosing to thread hoops onto spaghetti and place them in a ball of dough as they make a 'spikey hedgehog'. Children are confident and resilient and learn to do things for themselves.

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

- Parents are complimentary about the care the childminder provides. They say that the 'caring' childminder goes 'above and beyond' to follow the children's interests in her care. She shares regular updates with parents on what children need to learn next. This builds confidence with parents that she is meeting their children's needs. Parents feel that children make good progress from their starting points.
- The childminder uses strategies to support children with special educational needs and/or disabilities (SEND) effectively. She works closely with parents to identify children who may need support early on. The childminder attends singing and SEND groups to ensure targets are working for each child. She is receptive to every child's unique wants and needs. This ensures that all children achieve and are ready for the next stage in their learning.
- The childminder develops her professional learning to support children's emerging needs. She has recently completed training to support children with SEND. She plans to enhance her knowledge of sign language to support children's communication skills. The childminder continuously reflects on her

own knowledge and skills. This allows her to ensure she is narrowing gaps in children's learning effectively.

- Overall, the childminder is keen to promote children's physical development. The curriculum for children's fine motor skills is well planned and delivered. Children develop hand-eye control and dexterity learning to thread small hoops onto thin spaghetti. They use knives effectively to chop peppers. The childminder provides opportunities for children to dance and to access fresh air on visits to the park to develop good health. However, she does not focus as intently on planning activities for children to practise gross motor movements. As a result, children do not consistently build the physical skills that help them control and move their bodies as well as they could.
- Children's communication and language needs are well met. The childminder makes accurate assessments of children's communication and where support is needed. She repeats words and simple sentences clearly so children can hear the correct pronunciation. The childminder acknowledges the gestures of nonverbal children to ensure they are understood. She uses expression and skilful questioning to make stories interactive. As a result, children have good listening and attention skills and are confident communicators.
- Children learn about festivals, such as Chinese New Year and Diwali. The childminder is keen to learn and share new knowledge about the cultures of children as they join the setting. However, opportunities for children to explore similarities and differences between themselves and others are limited. This means children's understanding of diversity and life in modern Britain is less well developed.
- The childminder consistently models clear expectations for children's behaviour. She uses simple explanations to support children's understanding of the difference between right and wrong. This helps resolve minor conflicts quickly. Children show kindness to each other. For example, during snack time they choose to share the plate of banana with their friends. Overall, children's behaviour is good.

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:

- refine activities to ensure that children can access experiences that promote their gross motor skills
- explore children's cultures and heritage further to enhance their awareness of

similarities and differences between themselves and others.

Setting details

Unique reference number	EY449020
Local authority	Lancashire
Inspection number	10317113
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	2 May 2018

Information about this early years setting

The childminder registered in 2012 and lives in Freckleton, Preston. The childminder's operating hours are from 8am until 5.30pm on Monday to Thursday and from 8am until 5pm on Friday, all year round, apart from bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a level 3 early years qualification.

Information about this inspection

Inspector

Susan Mitchell

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 her evaluation of the childminder.
- The childminder led the inspector on a learning walk to show how her home is organised and to share information about the intent for the early years curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to children to find out about their time at the setting.
- Parents and carers shared their views on 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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