

Childminder report

Inspection date: 14 May 2025

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 dedicated and experienced childminder provides children with a homely environment. Children play very happily and demonstrate that they are very secure in the childminder's care. Children are confident to make choices and decisions about their play. The childminder supports children to access the resources and activities. As a result, children are very eager to learn and are highly motivated. The childminder expertly praises and encourages children during their play. Children delight in this support they receive. Children are extremely polite and say please and thank you without reminders. Children's behaviour is very good.

The childminder plans exciting activities, which interest and encourage children to learn. Children show high levels of concentration as they play. The childminder offers children many opportunities to explore and investigate. Children excitedly play with the tea set to make 'a cup of tea'. They giggle when the teacup overflows and they tell the childminder that they are having fun. Children develop their physical skills in preparation for writing. They develop their hand muscles when they use spray bottles with paint. Children discuss the different colours they have made, proudly saying they have made patterns that look like a rainbow.

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

- The enthusiastic childminder observes children as they play and completes accurate assessments of their learning. She plans accurately for what children need to learn next. Children make good progress as a result.
- The childminder supports children's language and communication skills very well. She sits with children as they play and speaks clearly to them. She gives children plenty of time to think and extend their vocabulary. Children communicate clearly and eagerly respond to simple questions. They use language such as 'butterflies, worms' and 'bumblebees' during their bug hunt. Children demonstrate excellent levels of development in their communication and language.
- The childminder evaluates the service that she provides and takes into account the views of children and parents. She identifies the positive impact on children's learning and where enhancements need to be made. For example, she has provided children with more opportunities to develop their mathematical skills when playing outdoors.
- Partnerships with parents are good. The childminder liaises closely with parents to gain a detailed picture of children's abilities and routines. Parents comment how much they value and appreciate the good care and interesting experiences that the childminder provides for their children. They state that the relationships that the childminder has built with their children are 'wonderful' and she 'is an exceptional childminder who always goes the extra mile'.

- The childminder identifies a large amount of appropriate training courses to develop her teaching skills and enhance her knowledge. For instance, recent training has enhanced her awareness and opportunities to promote children's well-being.
- Children's good health is promoted well. Children are offered healthy, home-cooked meals and snacks. The childminder plans daily opportunities for children to exercise and ensures that they have plenty of outdoor play. Children learn important self-care and independence skills as they do things for themselves. For example, children wash their hands and cut up their own fruit at snack time. Children learn to lead healthy and independent lives.
- The childminder encourages children to develop their mathematical understanding at every opportunity. She supports children to count and recognise numbers. Children are encouraged to solve problems. They show perseverance as they work out how many frogs have jumped into the pool and how many are still sat on the log.
- The childminder has developed good relationships with other settings that children also attend. Conversations and emails with the staff help to provide continuity of care for children. The childminder shares detailed information about children's development with the settings. This helps to complement children's learning.
- The childminder teaches children how to manage risks themselves. For example, children know they must hold onto each others' hands and follow instructions when they practise the fire evacuation procedure. The childminder places a great emphasis on children learning to keep themselves safe when out in the community. For example, children learn about road safety when walking to the local park.
- The childminder works very well with parents and other settings that children attend. This ensures there is a consistent approach to supporting children's learning and meeting their needs. Although the childminder's partnership working is successful in some ways, she does not always make best use of professional guidance to support children's development. This means that some children may not get the expert support they need swiftly.

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:

- strengthen understanding of ways to establish partnership working with other

professionals to enhance the specific support available to children when needed.

Setting details

Unique reference number	256176
Local authority	Lancashire
Inspection number	10388706
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	5
Date of previous inspection	24 July 2019

Information about this early years setting

The childminder registered in 1994 and lives in Chorley. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Emma Barrow

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder, parents and children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included evidence about training and the suitability of those living on the premises.
- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.

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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