

Childminder report

Inspection date: 14 August 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children settle and thoroughly enjoy their time at the childminder's welcoming and homely setting. They demonstrate that they feel secure in her care and readily ask for her help when needed. The childminder knows the children well. Children have a very good relationship with the childminder. They demonstrate this as they come to the childminder for cuddles when they need reassurance. The childminder has high expectations of children's behaviour. She skilfully teaches children to manage their feelings and how to make good choices. The childminder provides children with plenty of praise and encouragement throughout the day. This supports children to develop a positive sense of self and boosts their self-confidence.

The childminder's curriculum is ambitious. She plans a range of activities to support children's learning. For example, the childminder takes children on 'listening walks' to talk about the different sounds they can hear in the environment. This helps children practise their listening and attention skills. The childminder is committed to providing children with a range of experiences beyond the home environment. She plans many exciting, interesting outings to enhance children's experiences, such as trips to the local allotments, parks and the local airfield. These rich experiences contribute to children's understanding of the community they live in.

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

- Since the last inspection, the childminder has thoughtfully developed her curriculum to support children to make progress in all areas of their learning and development. She has a clear vision of the skills and knowledge that she wants children to gain during their time at her setting. For example, a current priority is to promote children's independence. Children learn to peel and chop their fruit at snack time. They demonstrate safe use of utensils as they carefully chop the fresh fruit. All children make good progress in their learning and development.
- The childminder observes and assesses children's development. She uses this information to help identify what children need to learn next, including planning activities to help children develop their social skills. For instance, children work together to build a tower using building blocks. Children learn how to cooperate and play well together.
- The childminder supports children's communication and language development well. She does this through stories, rhymes and songs. That being said, occasionally, the childminder does not use the correct pronunciation of words when speaking with children. For example, at snack time, she asks the children if they would like a 'nana' rather than a 'banana'. This does not consistently support children's growing vocabulary skills effectively.
- Children are encouraged to develop their awareness of different people. The childminder helps children to learn about similarities and differences. For

instance, children use mirrors to explore their facial features. This promotes a discussion about different family members who wear glasses. This helps children to reflect on differences and learn about what makes them unique.

- The childminder promotes a love of reading. Children listen with excitement as the childminder uses props and interactive storytelling techniques. For example, children use musical instruments to make the sounds of the goats 'trip trapping over the bridge'. Children enthusiastically join in with familiar phrases and enjoy choosing and handling books independently.
- On the whole, children are learning to make healthy choices. The childminder talks to them about the benefits of drinking water and daily exercise. However, she does not always support children to develop their understanding of the importance of good hygiene routines. For instance, children wash their hands before they tidy away the toys. They then sit down for snack. At these times, good hygiene procedures are not fully promoted.
- The childminder reflects on her provision to identify potential improvements and completes training to further improve her knowledge and understanding. She has recently completed training on enabling environments. The childminder makes good use of training to enhance her practice and to support children's ongoing progress.
- Parents are very positive about the care their children receive. They value the childminder's patient and caring approach and appreciate the social experiences she provides. Parents feel well informed about their children's progress. The childminder makes suggestions for home learning, which the parents find helpful. This allows parents to continue children's learning further at home.

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:

- help children to hear the correct pronunciation of words so that they may build on their growing vocabulary
- strengthen hygiene routines, such as handwashing, to further promote good self-care skills for children.

Setting details

Unique reference number	2632912
Local authority	Lancashire
Inspection number	10367139
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	28 August 2024

Information about this early years setting

The childminder registered in 2021. She operates Tuesday to Thursday, from 8am to 5.30pm, all year round, except for family holidays and bank holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents through evaluations.

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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