

Childminder report

Inspection date: 3 July 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder has made vast improvements since her previous inspection. She has placed great thought into the design of her curriculum. She is focused on helping children to experience the best start in life with support from her education and care. The childminder has high expectations for every child. She knows children well. Therefore, she is able to set suitably challenging next steps in development for them. The childminder helps children to meet these goals swiftly through a balanced mix of adult-led activities and independent child-led exploration and play. This works well because children are curious learners and show impressive levels of focus within their play. The childminder is adept at extending children's learning by introducing new language and opportunities for critical thinking and building on children's current knowledge and understanding.

Children know what is expected of them. The childminder and any assistants she works with set clear boundaries and ambitious expectations for children, which they rise to meet. The childminder is a good role model. She treats children with kindness, empathy and respect. In turn, this helps children learn to be kind friends, which is reflected in their peer relationships. Children celebrate each other's accomplishments and are beginning to understand the feelings of others.

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

- Physical and personal development are key focus points of the childminder's curriculum. Children relish their daily opportunities to explore nature. During a trip to the park, children show impressive understanding as they move fallen branches and check under rocks for the bugs on their scavenger hunt list. They squeal with excitement as they discover worms, woodlice and a host of other insects. Children are beginning to understand how to stay safe on these outings. They carefully check the road for cars before crossing while holding an adult's hand. They look out for their peers and burn off excess energy through running, climbing and accessing the play equipment.
- Children are making good progress with their communication and language development. The childminder skilfully introduces new vocabulary to children. She narrates children's play and adventures, extends children's sentences and introduces new descriptive language, which children soak up and repeat. However, at times, the childminder does not ensure she and any assistants she works with give consistent instructions to children. They often speak over one another. This causes some confusion for the children over what to do next, as they are not always sure who they are supposed to be listening to.
- The childminder has a pro-active and positive attitude towards improvement. She has invested heavily in her own continuous professional development and that of any assistants she works with. She is keen to continue to learn and

evolve her provision in order to keep raising standards for children. This is reflected in her curriculum. Children benefit from challenging learning, new experiences and exciting planned activities. This is demonstrated in the good ongoing development of all children who attend.

- Children are curious and creative. They remember what the childminder has taught them. They recall how to make play dough from scratch and smile as they remember the different scents and textures they have made previously. The childminder understands that repetition helps children to learn. She uses this knowledge to develop her curriculum around building on existing knowledge and introducing new challenge and understanding, layer by layer. Children progress well with this approach and enjoy their learning.
- The childminder treats children with kindness and respect. She calmly supports children as they learn to navigate their own feelings and those of others. Children, in turn, treat others respectfully, including their peers. They take turns, share resources, are polite and are eager to help their friends. These skills help to prepare children for later learning and social situations, such as starting primary school.
- Children are building an early love for literacy. The childminder uses stories to reinforce key messages within her curriculum. Children become very familiar with these books and thoroughly enjoy reading times. They clap as the childminder approaches their favourite parts of the story and show impressive concentration.

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:

- consider more effective ways to communicate with children during activities and outings, so they do not become overwhelmed or confused through hearing multiple instructions at once.

Setting details

Unique reference number	2673578
Local authority	Blackburn with Darwen
Inspection number	10390476
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	12
Number of children on roll	6
Date of previous inspection	15 January 2025

Information about this early years setting

The childminder registered in 2022 and lives in Darwen. She operates Monday to Friday, all year round, from 7am until 5.30pm. She holds a level 3 qualification and works with an assistant.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- 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.
- The inspector joined the childminder, her assistant and the children on a planned trip out to the park.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.

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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