

Childminder report

Inspection date: 3 September 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle quickly into this calm and welcoming environment. The childminder supports children effectively as they move from home to her provision. Settling-in procedures are tailored to the individual needs of each child. The childminder spends time getting to know about children's play interests and uses this information to plan the learning environment. Relationships are strong, and children know they can seek comfort and reassurance when needed. This emotional stability enables them to explore independently and engage positively in their play.

The childminder provides a broad, engaging and sequenced curriculum that supports children's learning effectively. For example, they explore different shapes as they stack and build, which helps them develop spatial awareness and coordination. Furthermore, they count scoops of pasta as they transfer them from the bag to the saucepan, building early number skills and strengthening hand and finger movements. Throughout these activities, children demonstrate positive attitudes as they concentrate and engage fully with their learning.

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

- The childminder maintains strong, positive relationships with parents through regular, effective communication. She works closely with families to support children's individual needs and learning at home. Parents appreciate her warm, approachable nature and tailored guidance, such as sharing strategies for potty training and supporting emotional development. This collaborative approach ensures consistency between home and the setting, helping children feel secure and make good progress.
- The childminder demonstrates strong and thoughtful leadership, maintaining high standards across all areas of her work. She understands her responsibilities well and ensures that all important documents are kept up to date. Furthermore, she is committed to ongoing professional development and has completed training. For example, the childminder has completed training on special educational needs and/or disabilities to increase her knowledge on strategies to support early intervention. This ensures that children receive prompt support at the earliest opportunity.
- The childminder promotes healthy lifestyles by helping children understand the importance of washing their hands before preparing food and after using the toilet. Children have access to fresh drinking water and are encouraged to drink regularly. She provides nutritious meals that meet individual dietary needs. These practices support children's understanding of good hygiene and healthy eating, contributing positively to their overall well-being.
- Children are supported to develop their independence. For example, those who

are not yet toilet trained are encouraged to pull up their own trousers. The childminder helps them persevere with these tasks through consistent encouragement and positive reinforcement, building their confidence and self-care skills.

- The childminder consistently role models expected behaviours and uses positive praise to encourage children to persevere, offering gentle reminders when needed. She carefully considers each child's age and stage of development to ensure her praise is clear and meaningful, effectively promoting the repetition of positive behaviours. Consequently, children develop a good understanding of what is expected of them.
- The childminder supports children's physical development through a variety of activities that promote large muscle skills. Children engage in tasks such as jumping to pop bubbles and spending time in the garden kicking balls. Children strengthen their physical abilities and prepare well for their next stage of learning.
- Children demonstrate a strong love of books from an early age. The childminder actively shares these with them and encourages meaningful discussions, for example exploring emotions through stories such as 'The Colour Monster'. This helps children understand and express their feelings while introducing important social and emotional concepts.
- The childminder enhances young children's communication skills effectively. As they play, she introduces new vocabulary such as 'delicate' and engages them in conversation. In addition, when children mispronounce words, she repeats the words back so they hear the correct terminology and sounds. However, on some occasions, the childminder does not provide children with enough time to think and respond to questions. This reduces their opportunity to practise and build on their speaking skills.

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:

- provide children with more time to think and respond to questions, to help them develop their communication and language and skills even further.

Setting details

Unique reference number	2697018
Local authority	Blackburn with Darwen
Inspection number	10368512
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Blackburn, Lancashire. She operates from 7.45am to 4.00pm, Monday to Thursday, term time only. The childminder holds a suitable level 3 childcare qualification. She offers government funded early years education.

Information about this inspection

Inspector

Kelly Little

Inspection activities

- The childminder showed the inspector around the setting. She explained the curriculum and how the setting is organised.
- The inspector observed the interactions between children and the childminder.
- The inspector observed play and planned activities, inside and outside.
- Parents shared their views of the setting with the inspector.
- The childminder showed the inspector relevant documentation.

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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