

Childminder report

Inspection date: 19 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

The childminder develops wonderfully warm and nurturing relationships with the children she cares for. She eases them into her setting when they first begin to attend with gentleness and kindness. This greatly enhances children's developing confidence and sense of belonging. The childminder gets to know each child well, gathering detailed information about their care and learning from parents. This information is then used to help ensure that children's individual care and learning needs are met.

The childminder develops a curriculum based upon her knowledge of children's current stage of development and their interests. She offers a wide range of opportunities that children eagerly explore. For example, children excitedly take out musical instruments from the basket and explore the different sounds they make. The childminder is always on hand to talk to children and develop their interest further.

The childminder has high expectations for all children, particularly of their behaviour. She is clear and consistent in the application of her rules and boundaries. On occasions when young children find it difficult to share, the childminder gently intervenes. She sensitively supports them to understand the impact of their behaviour. The childminder helps children to understand why sharing is important. Children behave incredibly well for their age. This contributes to the harmonious learning environment.

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

- The childminder prioritises children's personal and social development. As children are relatively new to the setting, the childminder focuses on securing strong attachments with the children. She recognises that this will form the basis upon which to build future learning. Children are settled and demonstrate positive attitudes towards their play and learning.
- The childminder monitors children's learning and identifies their next steps. She understands the skills that children need to acquire in order to move on. For example, she provides opportunities for children to develop their hand muscles as they use tools to pick things up and thread. The childminder knows that this helps to prepare them in readiness for early writing.
- The childminder is eager for all children to do well and make good progress. She provides a range of activities and opportunities to enhance children's learning further. The childminder identifies the learning potential in what she provides. That said, on occasion, the childminder attempts to do too much at once. At these times, children's learning is less precisely supported.
- Children develop effective communication skills. The childminder encourages

children to join in with the words and actions when singing songs and rhymes. Children enjoy stories and eagerly try to turn the pages while looking at the pictures in well-known books. The childminder introduces new words during conversations. For example, when looking at instruments, the childminder uses words such as 'castanet' to name what children show interest in. Opportunities such as these help to develop children's communication skills.

- The childminder provides a range of experiences that children may otherwise not have opportunity to enjoy. She ensures that children have lots of opportunities for fresh air and play during trips in the local community. This enriches their learning and contributes to children's high levels of well-being.
- The childminder has recently returned to childminding after a period of maternity leave. She has ensured that all mandatory training, such as safeguarding and first aid, has been kept up to date. However, opportunities to further enhance her professional knowledge and skills have been more limited.
- Parents speak incredibly highly of the childminder. They value the communication and range of ideas she provides to help them contribute and extend their child's learning and development at home. Parents remark, 'Words cannot describe how grateful I am,' and say that they 'could not have picked a better person.' Partnerships with parents are a strength of the setting.

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:

- sharply target the intentions for children's learning in order to enhance their learning and development even more precisely
- identify further professional development opportunities so that professional knowledge and skills may be built further upon.

Setting details

Unique reference number	2702315
Local authority	Lancashire
Inspection number	10388356
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Preston. She operates Monday to Friday from 8am to 5pm, all year round, except for bank holidays and family holidays. The childminder offers government funded childcare.

Information about this inspection

Inspector

Denise Farrington

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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