

Childminder report

Inspection date: 20 March 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 has developed a home-from-home setting with a strong family feel. Children have the opportunity to meet the childminder's family and help to look after the family pets. The environment is warm and inviting with a wide range of resources, which support children to play and engage in learning. The childminder is very aware of children's individual needs. She is able to identify when children are tired, hungry or need a reassuring hug. Children have built strong attachments with her and demonstrate they feel safe and secure in her care.

The childminder sequences children's learning well and supports them to develop new skills. For example, children attempt to cut up their own banana as they eat snack and comment that it is 'tricky'. The childminder offers constant praise and encouragement. Children eventually manage to do this and exclaim with glee 'yes, I did it'. Children are building the skills to be independent and resilient.

The childminder promotes children's independence very well. They wash their hands before eating, use the bathroom independently and access their own water bottles when they want a drink. The childminder is a positive role model. She encourages children to share, think about the feelings of others and help to tidy away resources. Children are aware of routines and expectations and their behaviour is very good.

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

- The childminder has developed an ambitious and interesting curriculum. This allows children to recap on prior knowledge, practise their skills and develop high levels of engagement. Children enjoy taking part in a treasure hunt in the garden. They identify items, name the colours they can see and use appropriate language, such as 'under' and 'behind'. Children are developing an understanding of early mathematics.
- The childminder promotes communication and language through all aspects of the day. Children enjoy story times, singing, rhyme time and discussion. They giggle with delight as they recall that the childminder loves singing in the car using funny voices. Children are able to express their needs and are confident communicators.
- The childminder carefully considers children's emotional well-being. Children make faces in dough and then squeeze them away, talking about their feelings and emotions. The childminder encourages children to breathe deeply to help them feel calm when they are upset. Children are beginning to understand their own emotions.
- Children are beginning to learn about the importance of leading a healthy lifestyle. They enjoy healthy snacks and play outside every day. They enjoy

climbing slides, jumping on a trampoline and throwing and catching balls. Children use safety knives under supervision to cut up their own fruit. Children have lots of opportunities to develop their physical skills and become confident in their own abilities.

- Partnerships with parents are good. The childminder shares information with parents about their child's development and gives ideas on how parents can support learning at home. Parents state that children 'spend their days playing, singing and going on lots of adventures.' Parent feedback is very positive.
- Overall, partnerships with other professionals are in place. The childminder has made links with other childminding professionals and goes on outings with them. This allows children to develop their social skills as they meet other children. However, the arrangements for information sharing with other settings that children also attend are still developing.
- The childminder is very reflective and always considers how she can develop things to make them even better for children. She identifies training which has a positive impact for children. For example, she has recently attended training on supporting children's listening skills. Children enjoy listening for different sounds that they hear outside, such as bird song or a helicopter. These skills help children to be effective communicators with others.

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 partnership working with parents further, to gather information about their children when assessing children's developmental needs
- develop more consistent ways of sharing information with other carers that children also attend, in order to support consistency for every child.

Setting details

Unique reference number	2705185
Local authority	Lancashire
Inspection number	10372467
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	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Carnforth. She operates from 8am to 5.30pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds a level 3 qualification.

Information about this inspection

Inspector

Elisia Lee

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 childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents shared their views of the setting through written comments.
- 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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