

Childminder report

Inspection date: 14 May 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 helps children build their confidence and exploration skills. Children are happy and content, and they investigate the world around them. The childminder supplies children with a range of resources that encourage problem-solving, such as shape sorters and stackers. Children giggle as they look at books, and the childminder encourages them to sing songs. Literacy and language are well supported. Children hear the childminder using clear words and she encourages them to use new vocabulary during play. The childminder helps children manage their feelings and settle disputes with their peers. Children behave well and seek cuddles from the childminder for reassurance. They are secure and content in their play. Children are taught self-care skills, such as handwashing. Additionally, children wash dolls in the water tray and learn how to undress and wrap them in towels.

The childminder often takes children on walks to the park, and they enjoy her outdoor space. Children develop their physical skills as they use push-along toys, climb the slide and kick footballs. Additionally, children practise their smaller physical skills as they make marks with chalk. The childminder plans her curriculum using topics, such as bugs, to help children develop an understanding of the world around them. To enhance this, she gives children real-life opportunities to use what they have learned. For example, they keep caterpillars in her home and watch them grow into butterflies. This helps children remember what they have been taught. Children are flourishing in the childminder's care.

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

- The childminder has started to evaluate and maintain her already good teaching skills. However, she has not explored further ways to enhance her understanding of how individual children learn best, in order to adapt her practice to help children make even better progress. This means that, on occasion, some children's learning styles are not considered when planning and delivering her curriculum.
- Although children have opportunities to socialise with other children and learn about their different cultures, they do not consistently have the chance to learn about what makes them and others unique. For example, the childminder has not explored a range of diverse characteristics children may encounter. This inhibits their understanding and ability to accept the wide range of people in the wider community and modern Britain.
- The childminder has established good relationships with parents. She shares regular updates about their children's learning and newly achieved goals, such as tasting new foods or saying new words. Parents are given ideas to help them continue learning at home if they wish to. Parents comment that their children have gained in confidence and are making good progress in the childminder's

care.

- Children know the daily routine well and look forward to mealtimes. The childminder provides them with a healthy range of food and works with parents to broaden children's diet. She encourages children to sit together when eating and chat with each other. This helps them gain social skills. Additionally, children learn to hold cutlery and practise using manners.
- The childminder helps children gain independence skills during their play and routines. They place their shoes in the entrance hall and know how to put their own hats on in the sun. Furthermore, she encourages them to choose their own toys to play with. Children clap and are proud when they carry out a task themselves and the childminder gives them praise. Children are building good levels of self-esteem and positive attitudes in their learning.
- The childminder is keen to continue to develop her skills and seeks out training she feels will have the most impact on her provision. She works with other professionals to improve her setting and share good practice. This helps her maintain a good level of care and education for all children.
- Children are closely assessed from the start. The childminder identifies clear next steps in learning for each child and plans to give children opportunities to help them succeed. She is confident to identify any gaps that emerge in children's development and share these swiftly with parents and other agencies if necessary. She implements targeted plans to help these children catch up to their expected stages in learning and keep up to their peers. This helps them stay on track for their future education at school.

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:

- continue to explore professional development opportunities to help enhance knowledge and teaching skills that support all children's learning even further
- increase children's exposure to people beyond their immediate community to help them understand about diversity.

Setting details

Unique reference number	2718399
Local authority	Lancashire
Inspection number	10392330
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Burnley. She operates all year round, from 8am to 5pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- The childminder joined the inspector on a learning walk and explained her intentions for the children's development and how she plans and implements the curriculum.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- Parents shared written comments with the inspector, and their views were taken account of.
- The childminder and the inspector carried out a joint observation in the outdoor area.
- The inspector looked at a sample of the childminder's documents. This included evidence about suitability and training.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025