

Childminder report

Inspection date: 22 August 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 created a warm and nurturing environment where children settle quickly. She gathers a range of information from parents when children first start, so that she can learn and understand about their unique care needs. She constantly considers children's emotional needs. For example, she teaches children about their emotions through discussions and stories. Children share that they feel happy when they come to play with her at her house. This demonstrates that children feel secure and happy in her care.

The childminder has high expectations for all children. She gives gentle reminders about using good manners and the importance of sharing resources with their friends. Children are encouraged to keep trying when they find something difficult, for example as they use a knife, under supervision, to cut up a banana at snack time. Children listen carefully to the childminder, and their behaviour is good.

The curriculum is carefully sequenced to offer a range of experiences for children that build on their natural interests and development stage. Children recap and revisit prior learning so the skills they learn are mastered. All children make good progress and are equipped with the skills they need for future learning.

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

- The childminder supports children to build skills in all areas of their learning and development. For example, children explore early mathematical concepts as they use construction blocks and develop their physical skills as they use a variety of tools with dough. However, at times, the childminder can present too many resources at the same time to children. This means that children can become distracted and are not able to engage in the intended learning.
- Children with special educational needs and/or disabilities (SEND) are supported well. The childminder undertakes consistent observation and assessment to identify gaps in children's learning. She works closely with other professionals to offer individual support for children's needs, such as the speech and language therapist service. All children are supported well and make good progress.
- Communication and language are promoted extremely well. The childminder provides a running commentary for children, talks about new vocabulary and asks children questions. Children listen carefully and exhibit good levels of attention. Children make their needs known and are becoming confident communicators.
- Children enjoy a range of healthy meals, play outside every day and learn about good oral health through brushing their teeth. The childminder talks to children about foods that are good for their bodies. Children talk about the effect of too much sugar on their teeth. Children are beginning to understand about the

factors that can help to support a healthy lifestyle.

- Children learn about the diverse world we live in. They explore special days from different cultures, such as Eid and Chinese New Year. They visit local libraries and playgroups where they build a wider circle of friends and meet a range of people. This helps children to understand about similarities and differences and begin to understand the diverse world in which we live.
- Parent partnerships are a real strength of the setting. Parents are invited to be part of children's assessment from when they initially start. The childminder promotes home learning. For example, she loans out storybooks that parents can read to children at bedtime. Parents said, 'Everything you have done for our child is truly amazing,' and 'My child is so happy and loves coming.' These partnerships help to provide a consistency of care for children.
- Overall, partnerships with other professionals are in place. The childminder meets regularly with other childminding professionals and receives support from the local authority. However, partnerships with local schools are not established. This means that information about children's development needs is not shared with teachers, which hinders the transition process.
- The childminder regularly evaluates her provision and welcomes the views of parents to ensure that the setting is meeting the needs of all children. She meets regularly with other childminding professionals to share ideas and effective practice. The childminder attends training that has real impact, such as early help assessment training, which has helped her to support the needs of children and families.

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 the implementation of activities by ensuring that there are not too many resources out at once, so that children remain focused and engaged
- enhance partnerships with other professionals and share information about children's development needs, particularly as children transition to school.

Setting details

Unique reference number	2721788
Local authority	Lancashire
Inspection number	10399786
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	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Leyland, Lancashire. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education.

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 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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