

Childminder report

Inspection date:

24 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 warmly welcomes children into her homely and nurturing environment, where they feel safe and secure. Relationships between the childminder and children are positive. Children arrive with enthusiasm and settle quickly. They show curiosity as they actively engage with the wide range of activities and resources available. For example, children eagerly fill and empty containers and sort seasonal pumpkins by size. They take pride in being helpful, such as independently tidying away the play dough once they have finished. Children behave well. They respond positively to the childminder's reminders about safety and kindness.

The childminder plans and delivers an ambitious curriculum that supports all children to develop the knowledge and skills they need for a successful transition to school. She knows what children can already do and the skills and abilities they need to learn next. All children make good progress in their learning and development.

Children benefit from daily opportunities to play outside. They access a secure garden filled with learning experiences, such as growing fruits and vegetables that they later use in baking activities. The childminder uses regular local walks through nearby fields and parks to give children fresh air and plenty of opportunities to be physically active.

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

- The childminder carefully designs a curriculum that supports all children to make good progress from their starting points in development. She uses children's interests effectively to inform her planning. This helps children to maintain their engagement and enthusiasm for learning. However, during some activities, the childminder does not consistently adapt her approach to extend younger children's learning further. In these instances, younger children lose focus and become disengaged.
- Children experience a wide range of enriching activities beyond the childminder's home. For instance, children enjoy regular visits to a farm, where the childminder teaches them how to care for animals. This helps children to develop a sense of responsibility. The childminder uses visits to the local library to allow children to develop their early literacy skills and a love of books. Through these varied experiences, children build a deeper understanding of their local community and the wider world around them.
- The childminder knows children well. She regularly makes accurate assessments of children's learning and development. The childminder works closely with parents and carers to share information and strategies to continue to support

and extend children's learning at home. This partnership ensures continuity and reinforces children's progress beyond the childminder's home.

- Children demonstrate independence as they manage their own self-care needs. For example, older children confidently use the toilet independently. They understand the importance of washing their hands afterwards. The childminder supports children to understand the importance of privacy and dignity during these routines. She actively promotes safety and personal hygiene. This allows children to understand the importance of good hygiene.
- The childminder promotes children's understanding of safety through effective risk assessments and ongoing vigilance. She adapts environments as needed, indoors and in the community. For example, during farm visits, children know to stand against the wall when animals are being moved across the yard. These experiences help children to learn how to keep themselves safe and follow rules and boundaries.
- Children develop social skills and a strong sense of belonging. They regularly meet with other childminders and children in their care. The childminder uses these experiences to help children to learn about similarities and differences, as well as build positive relationships. For example, children come together to explore a variety of festivals and events. This helps to support their understanding of different cultures and religions.
- The childminder is committed to ongoing professional development and regularly accesses training to keep her knowledge current. She uses her understanding of new legislation to update safeguarding policies and keep parents informed. This helps to create a safe and supportive environment where all children can learn and thrive.
- Children begin to understand the importance of healthy lifestyles. The childminder provides nutritious and home-cooked meals. She ensures that fresh drinking water is always available. Children understand the need to stay hydrated. This helps them to make positive choices about their health and well-being.

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:

- review the planning of activities to ensure that they are suitable for all children so that they remain focused and engaged.

Setting details

Unique reference number	2729543
Local authority	Lancashire
Inspection number	10399753
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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Farrington Moss. She operates during term time, from 7.30am to 5pm, Monday to Friday. The childminder holds early years professional status. She provides government-funded childcare.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- The childminder showed the inspector around the premises and discussed the curriculum and what she wants the children to learn.
- The inspector observed the quality of education.
- Parents shared their views with the inspector, and these were taken into account.
- 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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