

Childminder report

Inspection date: 6 February 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

Children are happy in this warm and welcoming environment. The childminder works closely with parents and carers to gain a detailed knowledge of each child's routines, preferences and their stage of development. This helps children to feel safe and secure. Children are confident to seek the childminder out for reassurance or a cuddle if they become unsettled.

The childminder supports children well to learn to identify and label their emotions. She uses books and games to initiate conversations about how they are feeling. This helps children to be able to recognise and to begin to regulate their own behaviour. Children learn to share and take turns through their play experiences. For example, during a role-play activity, children take turns in being a shopkeeper and customer. The childminder supports them to learn about mathematics, such as by negotiating the price and how much change is needed.

The childminder provides children with a broad range of learning experiences that include opportunities they may not have encountered before. She links with other local childminders and plans lots of learning experiences in the local community. This helps children to develop their social skills and confidence in a range of settings. For example, the childminder takes children to various playgrounds and play centres to help to support their physical development as they play with friends.

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

- The childminder has high expectations for children's communication and language development. She introduces new words, extends sentences and repeats words back to children. Furthermore, the childminder works with parents and carers to reduce children's use of dummies. As a result, children's communication and language skills develop well.
- The childminder weaves mathematics throughout the activities of the day. Children count items well and match similar items together. The childminder uses language, such as 'big, large, tiny' and 'small'. This introduces children to mathematical concepts. As a result, children acquire early mathematical knowledge in preparation for later learning.
- The childminder supports children's physical development well. Children have plenty of access to outdoors, where they can run and move their bodies freely. They also learn how to roll and squeeze play dough during a planned activity. This helps children to build their hand strength and hand-eye coordination.
- Children develop a love of songs, rhymes and stories. Books are plentiful in the childminder's home and children have free access. Children show enjoyment as they take a book into the den and sit and turn the pages and talk about the

pictures. They turn into confident communicators.

- The childminder promotes children's emotional well-being. She uses encouragement to help children to feel proud of themselves. Children show pride in their achievements by clapping their hands. The childminder's praise helps them to develop high levels of self-esteem.
- The childminder gives children opportunities to manage their own personal care. They wash their hands before meals and after outdoor play. In addition, they learn the importance of good oral health and how to brush their teeth. However, the childminder does not always wash her hands after helping children to wipe their noses. This hinders the messages children receive about hygiene routines.
- The childminder provides healthy, nutritious food and water to drink. Children enjoy helping to chop fruits to prepare healthy snacks. The childminder talks to children about the foods they eat. As a result, this helps to expand children's understanding of which foods are healthy and where food comes from.
- Partnerships with parents are strong. The childminder provides parents with regular updates about their children's developmental progress. She shares information about how she has been supporting them through various activities. In return, parents then share videos and photos of their children taking part in similar activities at home. This helps to promote children's continuity in learning.

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:

- provide children with more consistent messages about good hygiene procedures, particularly after wiping their noses.

Setting details

Unique reference number	2729575
Local authority	Lancashire
Inspection number	10349678
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. She lives in Leyland. The childminder operates all year round, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. She holds an early years qualification at level 5. The childminder offers government funded childcare.

Information about this inspection

Inspector
Lisa Oakley

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector carried out a joint observation.
- The childminder and inspector discussed how the curriculum is implemented and the impact 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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