

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

Children thrive in warm and caring relationships with the childminder, who understands their needs well. They enjoy their time, are fully involved in play and learning, and behave well. The childminder supports them in sharing and resolving conflicts in a kind manner. Older children are good role models and show patience to younger ones. The childminder is calm and consistent, promoting respect with clear rules. Children are reminded to take turns and listen to each other. Consequently, children develop a real sense of belonging and demonstrate that they feel safe and secure.

The childminder knows the children very well and creates a broad and ambitious curriculum. She supports communication and language development effectively. Children confidently engage in back-and-forth conversations with her and visitors. When children mispronounce words, the childminder gently repeats the correct pronunciation, supporting their growing vocabulary. She skilfully weaves early mathematics into everyday routines and activities, such as story time. For example, children explore size and counting using caterpillars, helping them recognise key mathematical concepts. All children make good progress from their starting points.

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

- The childminder completes all mandatory training and regularly attends additional courses, such as the early years professional development programme. She makes effective use of additional funding, including the early years pupil premium. For example, she provides home-learning packs and accesses external support for children with speech delays. She is reflective and consistently seeks ways to enhance her knowledge and practice to better support children's learning.
- The childminder carefully observes the children as they play and learn. She uses these observations to plan activities that suit each child's interests and next steps in development. This approach helps children build on what they already know and develop essential skills needed for their future learning.
- The childminder supports children's physical development effectively through a broad range of activities that promote both large- and small-muscle skills. Children develop their large muscles through outdoor play and build independence by putting on their own coats and shoes. They explore rhythm and coordination using instruments such as drums and castanets, and they engage in mark-making activities to strengthen their small muscles. This helps children gain confidence and control over their movements.
- Children benefit from regular time outdoors and on outings. For example, they attend weekly sessions with other childminders in the local community, spend time at allotments and play outdoors in nature. They learn about the

environment and about diversity in people and communities, which prepares them well for life in modern Britain.

- Parents speak positively about the childminder's communication and the individualised support she provides. They feel listened to, well-informed and reassured through regular updates and meaningful engagement. Additionally, parents note that the childminder shares useful ideas to support learning at home, including resources to help with routines such as toothbrushing. This supports children's continuation of learning between home and the setting, helping them build on what they know and make consistent progress.
- The childminder places emphasis on activities that help children develop skills that prepare them well for their future lives and for school. Children know what is expected of them and make choices about what they want to do next. They independently tidy up when they have finished one activity before eagerly moving on to the next one. However, at times, activities and routines are not organised or prepared well enough. This means that children occasionally have to wait for prolonged periods. At these times, they become restless, distracted and less engaged.
- All children are encouraged to develop the skills needed to support them in understanding the importance of healthy lifestyles. Children know they need to wash their hands before eating meals and after using the bathroom. However, occasionally, some hygiene routines are not maintained. For example, at times, the childminder does not ensure that dummies are sanitised after they have been dropped. This does not consistently promote children's good health and potentially increases the spread of germs.

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:

- improve changeovers and transitions between daily routines and activities to ensure valuable learning time is not lost and to limit the amount of time that children have to wait
- ensure consistent hygiene practices are followed to prevent the spread of infections and to promote healthy hygiene routines for children.

Setting details

Unique reference number	2731883
Local authority	Lancashire
Inspection number	10407534
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	0 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Wesham, Lancashire. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 6 with qualified teacher status. The childminder provides government funded early years education.

Information about this inspection

Inspector

Kelly Little

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed how the childminder interacted with children and spoke with the children present.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector took account of the views of parents.
- 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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