

Childminder report

Inspection date:

19 May 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The childminder has a register available to sign children in and out of her home. However, she fails to consistently complete it and maintain an accurate record of all children's attendance. Although this does not have a significant impact on children, the childminder is unable to monitor this information well enough to identify any inconsistent patterns.

Generally, the childminder provides children with a range of resources to keep them busy and happy during their play. However, she does not always recognise some children's preferred ways of learning or when to adapt her teaching to close any gaps in children's development. Furthermore, this information is not consistently shared with parents. The childminder does, however, help older children recognise new shapes and count items to support their mathematical development. Additionally, she gives children opportunities to strengthen their hand muscles as they peel stickers and use crayons. This supports their early writing skills.

In the main, children are happy and content. They seek cuddles from the childminder if they take a tumble or if they need reassurance. The childminder uses kind and caring words towards children and helps them learn simple rules and boundaries, such as sharing and taking turns. Children enjoy eating snacks together and the childminder reinforces the importance of eating food from their own plates.

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

- The childminder does not ensure that all children are signed into her home when she cares for them, as required. She does not keep a consistent record of all children's names and their hours of attendance when in her care. This hinders the childminder's ability to track attendance reliably and spot any emerging inconsistencies.
- Although the childminder knows children's care and emotional needs well, she does not always recognise their styles of learning during play, or identify when children may need further support. This means that children sometimes lose interest and focus during activities that are not pitched at the right level for their age or stage in development. Furthermore, she does not consistently seek further support or advice for children who may have developed gaps in learning, to prevent these widening further.
- Parents establish a good bond with the childminder. However, they do not all receive information regarding their children's next steps in learning. This means some parents are not aware of any highlighted targets in their children's development or how to continue to help their children make further progress at home.

- The childminder helps to support children's language skills. She sings songs with children and reads stories they enjoy. Children repeat words back to the childminder and join in with familiar nursery rhymes. Additionally, the childminder has done some recent training on how to support children's speaking and understanding.
- Children enjoy the outdoor area. They roll toys down ramps and spend time filling and transporting buckets of sand. The childminder helps them develop a range of large and small physical skills to support their individual stages of mobility. Children that are new to walking carefully negotiate their environment and hold onto objects the childminder has purposefully placed at their level.
- The childminder seeks professional development opportunities that will help her support minded children. She works with the local authority support service to broaden her awareness of available training.
- Children access the local community with the childminder. They visit the nearby zoo, parks and playgroups. The childminder encourages them to integrate with a range of people and talks to children about their differences or what makes them unique. This helps children prepare for life in modern Britain and how to respect different peers.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
keep a daily record of the names of the children being cared for on the premises, including their hours of attendance.	30/06/2025

To further improve the quality of the early years provision, the provider should:

- ensure the teaching of the curriculum is consistently tailored to suit all children's emerging learning and development needs
- strengthen partnerships with parents to ensure they receive and understand all information regarding their children's developmental needs in order for them to continue their learning at home.

Setting details

Unique reference number	2786838
Local authority	Blackpool
Inspection number	10403560
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	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024 and lives in Blackpool. She operates term time only from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rachel Waterhouse

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 foundation stage curriculum.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation and evaluated her practice together.

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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