

# Childminder report

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Inspection date: 19 March 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thrive in the care of this loving and enthusiastic childminder. Children happily seek her out to play with them or for reassurance and support. This makes children feel safe and secure in the childminder's homely provision. The childminder works closely with parents to find out detailed information about children's interests and starting points. She uses this information to plan appropriate activities to support children's development needs. All children make good progress from their starting points.

Children have free access to a range of toys and activities. They develop a love of books and choose from a wide range of different stories for the childminder to read with them. Children join in excitedly with familiar words and phrases, which helps them to learn new words. They eagerly choose for themselves what they want to play with. The childminder instinctively knows when to help children in their play and when to allow children additional opportunities to support their independence. Children have positive attitudes towards their learning. They start to understand routines and follow instructions well. This helps to prepare children for school.

The childminder sets clear boundaries and is a positive role model. She creates opportunities for children to learn how to take turns and share. If children begin to demonstrate unwanted behaviour, the childminder responds swiftly to distract them. The childminder uses lots of praise and encouragement with the children, and their behaviour is good.

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

- The childminder plans a curriculum based on children's current interests. She uses information from parents, along with her own observations and assessments to identify what children need to learn next. The childminder supports children's physical development well indoors. For example, children dance to music and perform large body movements. However, the childminder does not always plan and implement a broader curriculum outdoors to extend children's learning further.
- Children begin to develop an understanding of mathematical concepts. The childminder introduces colours, numbers and shapes to children as they play. She uses maths language during activities. For example, children choose cars from their numbered parking space and travel down a ramp. The childminder uses words such as 'longer' and 'shorter' when discussing the impact of the ramp on the speed of the vehicles.
- The childminder places a great emphasis on safety. She ensures children understand road safety and the importance of staying together when going out in the community. Furthermore, outings are risk assessed to ensure children are

always kept safe in the childminder's care when out of the setting. The childminder is a reflective practitioner, who evaluates her outings and risk assessments to improve the care she provides for young children.

- The childminder understands the importance of developing children's communication and language skills. She narrates children's play effectively and introduces new words to them. The childminder ensures children have a variety of books readily available. They eagerly choose stories for the childminder to read. Younger children sit with her and listen intently as she reads and discusses the pictures on each page.
- The childminder is committed to her continuous professional development. She completes all statutory training, such as paediatric first aid. The childminder regularly discusses good practice ideas with other childminders. She undertakes training if she feels it will support her teaching in any specific area, or to meet individual children's needs.
- The childminder promotes children's self-care and independence effectively. Children confidently wash their own hands and use the toilet. At snack time, children show their increasing independence as they sit confidently at a table and feed themselves. The childminder also helps children to understand healthy diets. She works with parents to ensure packed lunches are healthy and nutritious.
- Partnerships with parents are strong. The childminder ensures that she keeps parents well informed about their children's development, both verbally and by sending photos. Parents are very complimentary about the childminder. They feel they know the current progress of children and the next steps in their development. They are also supported with ideas to do at home. This promotes positive parent partnerships and consistency in children's 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:**

- plan and implement the curriculum more effectively, particularly for children who prefer to learn outdoors, to build on what they already know and can do.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 301545                                                                            |
| <b>Local authority</b>                             | Blackburn with Darwen                                                             |
| <b>Inspection number</b>                           | 10375775                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 2 May 2019                                                                        |

## Information about this early years setting

The childminder registered in 1999 and lives in Blackburn. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers the government funded places for childcare.

## Information about this inspection

### Inspector

Shaun Wilson

### Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- A joint observation was carried out by the childminder and the inspector.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and children.

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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