

Childminder report

Inspection date: 4 September 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time in the warm and nurturing home-from-home environment. The childminder uses encouragement and praise to build up children's confidence and self-esteem. She offers settling-in sessions before children join her setting. The childminder uses the information from these sessions to get to know children's routines and interests. This supports children to feel comfortable in their new surroundings. The childminder's curriculum places a strong emphasis on exploring and understanding nature and the world. Children attend many trips. They visit local parks and the allotment to grow their own vegetables. Children spend time with other local childminders and children. The childminder uses these opportunities to help children to develop their social skills and meet new people.

The childminder has high expectations for children's behaviour. She encourages them to tidy up before moving on to the next part of their routine. Children learn how to resolve conflict. The childminder talks to them about their behaviour and the impact on others in an age-appropriate way. Children demonstrate a positive attitude to their learning. They participate in activities that capture their interest. For example, children who demonstrate a love for animals enjoy matching animal cards and learning animal noises. They laugh with excitement as the childminder repeats the noises. Children thoroughly enjoy their time with the childminder and learn new skills.

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

- The childminder has a clearly defined and ambitious curriculum intent that supports children's all-round development. There is a strong focus on children developing their social skills and learning to be independent in their self-care skills. These opportunities help children to embed essential skills they need for life and school readiness.
- The childminder carefully plans what children need to learn next from her ongoing observations of children's development. For example, children practise their fine motor skills to assist them with feeding themselves. The childminder uses regular assessments to help identify any emerging gaps in children's development. All children make good progress.
- The childminder provides lots of opportunity for children to hear and learn new words. For example, while exploring a sensory tray, children repeat 'squirrel'. During children's play, the childminder poses interesting questions to children to further extend their knowledge. However, at times, she does not consistently give children enough thinking time to process and respond to them. During these occasions, children are unable to practise their language skills and extend their learning and understanding further.
- The childminder is skilful at supporting children's behaviour and role modelling

kindness. Children learn skills such as turn-taking. For example, they play cooperatively, rolling objects back and forth as the childminder says 'ready, steady, go'. Children develop positive behaviours.

- The childminder supports children's health well. She gathers information from parents and carers before their children begin at the setting, such as about any allergies and dietary requirements. The childminder works closely with parents to ensure that children's health is well managed as their needs change. Children are offered a balanced and nutritious diet, all of which is freshly prepared by the childminder. In addition, children have access to regular fresh air and daily walks. This contributes to children's good health and overall well-being.
- Children learn about special days, such as festivals and birthdays. They explore different festivals, such as Lunar New Year and Diwali. Children explore cultural dress and books to deepen their knowledge of different cultural celebrations. These activities help children to begin to know about different people and what makes them special.
- Parents report that they are extremely happy with the progress their children have made with the childminder. They are thankful for the advice and support she offers and comment on her kindness. The childminder ensures that she keeps parents up to date with children's daily routines. She shares development updates and information to support children's learning at home. This contributes to the continuity of care children receive between the childminder and home.
- The childminder is passionate about her ongoing professional development. She completes a range of training and professional development opportunities, such as liaising with other professionals. This demonstrates a positive attitude towards enhancing her teaching skills and knowledge to provide better outcomes for all children.

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 adequate time to process and respond to questions to extend their language skills further.

Setting details

Unique reference number	307753
Local authority	Lancashire
Inspection number	10398181
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 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	8 October 2019

Information about this early years setting

The childminder registered in 1991 and lives in Wesham, Kirkham. She operates during term time, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She offers the government-funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Jade Patten

Inspection activities

- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector took account of parent's views from their written feedback.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of interactions between the childminder and children.
- The inspector discussed safeguarding procedures with the childminder.

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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