

Childminder report

Inspection date: 3 July 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 demonstrate that they feel safe and secure in the care of this nurturing childminder. The atmosphere is bustling and energetic. Children confidently welcome visitors into the childminder's home, reflecting their good levels of self-esteem. The childminder works hard to develop strong bonds with children. She knows their interests well and carefully observes children to respond to their needs. For instance, she encourages children to use mirrored reflections to consider and discuss how they are feeling. Children develop their imagination as they play alongside the childminder. She supports children's play by providing larger-than-life resources. For example, a toy crocodile head is used for an oral health activity. Children pretend to apply toothpaste and practise brushing the crocodile's teeth before the mouth closes. This develops their hand-eye coordination and fine motor skills in a fun and engaging way.

The childminder offers a wide variety of experiences in the local community. Walking to local sites allows children to learn about road safety. The childminder welcomes parents and other members of the community to learn about Christmas and Halloween. She designs large garden displays made with the help of children. The childminder provides activities that support diversity and multiculturalism, including books and musical instruments, as they learn about Eid, Diwali and Chinese New Year. Outdoor learning is a strength of the childminder. She understands children's preferences for being active in the fresh air. The childminder provides an outdoor environment where children can explore and discover. Children have strong physical skills. They can confidently run, jump and ride scooters over undulating parts of the garden. These activities help to develop the strength in their large muscles, preparing them for their next stage in learning.

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

- The childminder has a clear intent for her curriculum. She focuses on providing children with a variety of experiences to support growth in all areas of learning. The childminder uses her assessments of children's development to inform a carefully sequenced curriculum. She accurately identifies what children need to learn next. For instance, she helps children learn about their family history and where they came from with a family tree. This helps all children to make good progress.
- The childminder knows children well and talks in-depth about their progress and development. She takes steps to help close any gaps in children's learning. This supports children to make good progress from their starting points.
- Children join in with mark-making activities. They make marks using chunky chalks on the ground outside and use pencils, crayons and paints inside. The childminder supports children's physical development. For example, she teaches

children to use tools correctly when making play dough. Children have a secure grip as they hold tools to stir and mix the ingredients. They use two hands to roll, which is carefully demonstrated by the childminder. This further supports them to develop their pre-writing skills.

- The childminder generally encourages children's good behaviour. However, she does not always explain to children why certain behaviours are not acceptable. At times, children are not helped to understand about the impact of not sharing or the impact their behaviour has on others. This means that children do not always know what is expected of them or gain a deeper understanding of how to behave next time.
- The childminder sets high expectations for independence and resilience. She knows when to support children to have a go. For example, the childminder enthusiastically sets a challenge for children to get up on the climbing frame via the rope ladders. Children eagerly show great determination to try numerous times and laugh as they proudly reach the top. This helps children to develop skills ready for the next step in their learning.
- The curriculum for supporting children's communication and language is good. The childminder reads stories to children enthusiastically and enhances story time with resources to keep them engaged. This provides children with valuable opportunities to develop their growing vocabulary. However, in her eagerness to communicate with them, the childminder does not always give children time to pause and reflect. This does not consistently extend and challenge children's thinking.
- Parents are positive about the childminder. They enjoy the regular updates they receive about their children. The childminder works well with parents to keep them abreast of current topics and next steps in their child's learning. This helps parents to continue children's learning at home.

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:

- review behaviour management strategies so that children are given clear messages about the expectations for their behaviour to fully support them in managing their behaviour independently
- provide children with consistent opportunities to pause and reflect when asking questions to further extend their critical thinking skills.

Setting details

Unique reference number	307802
Local authority	Lancashire
Inspection number	10392294
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	2 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	14 August 2019

Information about this early years setting

The childminder registered in 1993 and lives in Slyne, near Lancaster, Lancashire. She operates all year round from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with her husband, who is also a registered childminder, and assistants. The childminder offers early years funding for children.

Information about this inspection

Inspector
Shaun Wilson

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The childminder spoke to the inspector about the children's learning and development.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the 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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