

Childminder report

Inspection date: 2 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

The childminder has high expectations about what children can do for themselves. She successfully teaches children many self-help skills. Children are very confident and manage their own personal care needs. They can find their own belongings and take steps to help keep themselves and others safe and well. For example, children know to put tissues in the bin after use and remind each other why they need to wash their hands. Children are settled and happy and feel very 'at home' with the childminder. For example, children have favourite chairs at mealtimes. They anticipate what they will be doing next. Children demonstrate that they are familiar with the daily routines.

Children benefit from a curriculum that the childminder plans with a strong emphasis on communication and literacy. They look forward to opportunities to listen to stories and join in with songs and rhymes. Children know the words and actions to a wide range of songs. The successful teaching of this aspect of the curriculum has a positive impact on children's love of literacy, and on their overall language development. The childminder expects all children to be courteous and to look after one another. She encourages children to use good manners at all times and to be respectful to others. Children are kind and caring and display a warm and friendly nature. Positive attachments to the childminder and each other help children to feel emotionally safe and secure. Overall, children behave well.

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

- The childminder is very aware of the individual needs of children. Some children who are 'a little shy' receive extra help and support to be confident to speak and share their views. The childminder takes account of this when planning her curriculum and plans some specific activities to help children develop their confidence.
- The childminder understands that knowing and understanding lots of words and phrases is very important for children's overall learning and development. She ensures that she talks clearly and introduces lots of new vocabulary throughout the day. For example, while children take part in zoo themed activities, the childminder talks to them about their recent visit to the zoo. She explains the differences between a tiger's stripes and a leopard's spots.
- The childminder identifies lots of things that she wants to teach children. While her learning intentions are all suitable, they are sometimes too numerous. This means that, on occasion, the childminder does not focus her teaching to best effect. At these times, children's learning is less precisely enhanced.
- The childminder plans plenty of opportunities for children to learn about their local community and the wider world. Children enjoy visits to local playgroups, sports clubs, the zoo and the beach. The childminder introduces different foods

and tells stories from around the world to help children understand the similarities and differences between themselves and others.

- The childminder attends to children's care needs effectively. She is quick to recognise when children may be hungry, tired or in need of a cuddle. The childminder responds well to children's individual requirements.
- The childminder's good working partnership with parents promotes continuity of care. Parents speak warmly of the support and high-quality care they and their children receive.
- Children look forward to spending time outside. They show that they enjoy the space and fresh air while playing outdoors at childminder's home and during outings further afield. The strong emphasis on outdoor learning helps children to develop a positive attitude towards following an active lifestyle.
- The childminder is committed to her own professional development. She meets other childminders to share ideas and seeks out training opportunities to improve her knowledge. The childminder reflects and evaluates how she can further enhance her support of children and their families. For example, she has reflected on how she can include more teaching about oral hygiene in the curriculum.

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:

- identify precisely the most important skills and knowledge children need to learn next, to sharpen the focus of teaching and interactions.

Setting details

Unique reference number	307818
Local authority	Lancashire
Inspection number	10398254
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 October 2019

Information about this early years setting

The childminder registered in 1993 and lives in Thornton-Cleveleys, Lancashire. She operates all year round, Monday to Friday from 8am to 5pm, except bank holidays and family holidays. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Emma Barrow

Inspection activities

- The childminder carried out a learning walk with the inspector, where the learning opportunities she provides for children were discussed.
- The inspector viewed the indoor and outdoor learning environments.
- The childminder and the inspector carried out a joint observation and discussed the activity and children's learning.
- The inspector reviewed written documentation. This included suitability checks for all adults associated with the address.
- During the inspection, the inspector spoke to the childminder and children at convenient times.
- The inspector met parents where they shared their views. The inspector took these into account.

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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