

# Childminder report

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Inspection date: 6 June 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| 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

The childminder provides a warm and welcoming home. Children are settled and comfortable. They form close attachments with the childminder. Children receive comfort and reassurance from the childminder when needed. As a result of this, children display a strong sense of belonging. The childminder knows children well. She provides children with a broad range of learning experiences based on their individual interests and stage of development. Children are engaged and motivated to take part in the activities on offer. They use both hands to feel for finger puppets in a bag, keeping their eyes closed. Children match the characters of the puppets to familiar stories. Children retell the stories with great detail. They receive encouragement and praise from the childminder for their achievements. This supports their self-esteem and confidence.

The childminder provides a calm and stimulating atmosphere for children. She is a positive role model for children, who behave well and show mutual care and respect for one another. Children grow in confidence and are eager to play and learn. They are active and enthusiastic learners and thoroughly enjoy their time at the childminder's home. Children show high levels of curiosity and concentration in their play. For example, they self-select a track to build a bridge with. They quickly make up their own games to compare the speed that the cars go up and over the bridge.

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

- The childminder carefully completes ongoing observations of children's learning. She meticulously monitors the progress that children make in their learning. The childminder uses this information to swiftly identify and address any gaps in children's development. This helps children to make consistently good rates of progress.
- The childminder interacts with children to develop their communication and language skills. She uses questioning as a strategy to find out what children know. However, at times, the childminder is overeager in her questioning. She does not consistently give children sufficient time to think and respond before she moves on to another question. This does not give children the time they need to process their thoughts.
- The childminder promotes children's early literacy skills very well. She invites children to use props and join in with familiar songs and rhymes. The childminder extends children's thinking and encourages them to recall the rhyme using prompts. Children eagerly anticipate what is going to come next.
- The childminder is very attentive to children's personal care. She is incredibly patient, kind and supportive of children's developing needs. For example, the childminder supports children to go to the toilet independently so they can do

this on their own when they move on to school. This promotes and encourages children to be independent and confident with their self-care needs.

- The childminder provides children with exciting and unique activities to develop their understanding of the world around them. For example, children discuss and taste the different types of melon. They learn new names, such as 'honeydew', 'galia' and 'cantaloupe'. Children have great fun tasting the different melon, discussing the different colours and stating which one they like the best.
- Partnerships with parents and carers are good. The childminder shares information with them in a range of ways, signposting advice and support in regard to children's individual needs. For example, she displays posters about starting school and sends home leaflets with advice on weaning, nutrition and diet. Written feedback from parents demonstrates the high regard they have for the childminder. This promotes continuity for children's care and learning.
- Partnerships with other professionals and settings that children attend are good. Information about children's learning is shared effectively to ensure that children's individual learning needs are met.
- The childminder takes children on regular outings that allow them to develop their physical and social skills. She meets with other childminders so children can play together, build wider friendships and learn to share and take turns. The childminder uses these experiences to help children to form strong foundations for their future learning, such as starting school.

## 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 enough time to think and respond to questions and comments.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 308337                                                                            |
| <b>Local authority</b>                             | Blackpool                                                                         |
| <b>Inspection number</b>                           | 10388617                                                                          |
| <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 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 3                                                                                 |
| <b>Date of previous inspection</b>                 | 19 July 2019                                                                      |

## Information about this early years setting

The childminder registered in 1995 and lives in Blackpool. She operates all year round, from 7am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides government funded childcare.

## Information about this inspection

### Inspector

Emma Barrow

### Inspection activities

- The childminder and the inspector had a discussion about how the early years provision and the curriculum are organised.
- The inspector observed activities and assessed the impact these have on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at relevant documentation, including evidence of the suitability of adults living in the household.
- The inspector held discussions with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents through written feedback.

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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