

Childminder report

Inspection date: 15 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The warm, caring and nurturing childminder interacts positively with the children. Children feel safe and form secure attachments with her. They confidently reach out to the childminder for cuddles and reassurance, especially when feeling tired and upset during the day. The childminder develops a strong bond and attachment with the children. Children are eager to engage in conversation and talk about their interests and views. They are confident to ask questions and for help, when needed. The childminder values their individual uniqueness. She encourages children to choose familiar songs and do actions, and they show high levels of enthusiasm and excitement. The childminder actively joins in with singing, stories, giggles and laughter. This creates a relaxed environment where children are keen to explore, helping them to be confident and self-assured.

The childminder is a good role model and demonstrates consistency when teaching children about positive behaviour and conduct. She has high expectations of children and gives gentle reminders to guide their behaviour. Children share resources, show kindness and consideration towards each other and are developing a sense of right and wrong. The childminder helps children to learn about their feelings and emotions and to recognise when they are tired. Children learn to dress themselves, attend to their own personal needs and recognise their own name. This helps children to become familiar with routines and to prepare for their move to school.

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

- Parents comment positively on the homely and caring environment. The childminder has established an effective two-way flow of information with parents about children's routines. Children settle quickly into the calm and nurturing environment. This support ensures a consistent approach to help children make good progress.
- The childminder takes children on regular walks to the park and areas of interest. Children have daily opportunities to spend time in the childminder's garden. This helps them to develop an interest in and understanding of the world around them. The childminder provides nutritious meals and encourages children to make healthy choices. This ensures children's physical health is promoted well.
- Children enjoy planning their own play. For example, younger children select the construction blocks and concentrate as they connect them together. Older children recognise letters and work out how to sequence them to form their name. This promotes children's independence as they take responsibility for their own learning.
- The childminder uses assessments of children's learning well to help identify

what children need to learn next. Occasionally, she does not identify what steps they need to take to achieve these skills though. For example, the childminder wants children to use the small muscles in their hands to hold a pencil correctly. However, children need more experiences to develop the larger muscles in their arms in order to do this. This does not promote their learning to the highest possible level.

- The childminder makes good use of opportunities to extend children's communication and language skills. She regularly reads books to the children and welcomes their comments as they enjoy the story. Children delight in singing familiar rhymes together during the day. They say numbers and count when singing. Children are learning new words and developing mathematical language as they play and sing.
- The childminder is a confident teacher. She joins in children's games and encourages them to learn as they play. For example, children are challenged to sort and arrange large hoops into size so they can be stacked correctly. This promotes children's enjoyment of learning and their social skills as they play alongside other children.
- The childminder completes mandatory training. However, she does not give enough consideration to her professional development to further develop her early years knowledge, teaching and skills.

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:

- focus more precisely on curriculum planning and build consistently on children's next steps in learning to support them to make the best possible progress
- explore ways to engage in professional development opportunities that focus on further developing knowledge and skills and raising the quality of teaching to an even higher level.

Setting details

Unique reference number	308348
Local authority	Blackpool
Inspection number	10407475
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	7
Date of previous inspection	9 January 2020

Information about this early years setting

The childminder registered in 1995 and lives in Blackpool. She operates from 7.45am to 5.30pm on Monday to Thursday, and 7.45am to 5pm on Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3 and works alongside a co-childminder.

Information about this inspection

Inspector
Emma Barrow

Inspection activities

- The childminder completed a learning walk and a joint evaluation of an activity.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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