

Childminder report

Inspection date: 3 March 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and well settled in the childminder's home. They explore the environment with confidence and make choices in their play. Children love choosing books and listen intently to the childminder as she reads with them. They chat with excitement about the stories they know and are familiar with. This helps broaden their language and understanding of literacy. Additionally, children are encouraged to learn new and complex words such as 'squelch' and 'squorch' as they describe the mud in the forest.

The childminder gives children gentle praise and encouragement when they play. As a result, children feel empowered to focus and complete activities they have started. For example, children spend time working out how to fit pieces into a jigsaw and learn the flat sides go around the edge. Additionally, children enjoy sorting coloured bears and taking turns during games. This helps develop their concentration skills and the ability to be patient with their peers; a skill they require as they move on to school.

Children particularly enjoy exploring the childminder's garden and visiting local playgroups where they get the chance to socialise with others. Outdoors, children blow bubbles and chase them. They identify sounds in the environment, such as planes and a road-sweeper, with the childminder. This helps them listen carefully and develop their awareness of the wider world. The childminder has taught children that when they start to run around they will warm up in the cold weather. They are aware of the physical effects that exercise has on their body and know that they need to eat healthy food to grow and be strong.

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

- The childminder plans a range of activities that allow children to learn in all areas. She considers what children know and enjoy, keeping them engaged. Children receive a broad curriculum for mathematics and practise their understanding during play, such as by comparing arm and hair lengths. However, the childminder does not consistently recognise what children are already good at, in order to extend their skills even more. For example, when children confidently recognise low numbers on a dice, she does not check their knowledge on bigger numbers and more tricky mathematical skills. This means the most able children do not develop their understanding as much as possible.
- The childminder does not consistently use robust systems to share information about children with other settings where they attend. This means that children's next steps in learning or potential gaps in their development are not swiftly targeted to help children continue to make progress.
- Partnerships with parents are good. They know what their children are learning

and enjoying in the childminder's home. Parents comment on how happy their children are to attend and know their children are safe and content. The childminder shares regular updates with parents about what children are progressing with to help them continue this at home.

- The childminder knows how to keep her skills and knowledge up to date and enjoys completing training to refresh her practice. She joins with other practitioners locally to increase children's social skills and to help her develop new ideas within early years education. This helps her maintain good teaching skills and ensures that she is aware of changes to requirements in the sector to keep children safe.
- Children have positive attitudes towards learning. They ask questions when they wish to find out further information about a topic. The childminder values their opinions and gives them detailed answers to broaden their knowledge. Children respond well to instructions and are extremely well behaved. They show respect and always have a go at what they have been asked to do.
- The childminder encourages children to be independent and learn self-care skills. Children make their own sandwiches at lunchtime and chop their own fruit. The childminder offers children a range of home-cooked meals and encourages them to try new foods. Children confidently wash their hands before eating and when they have used the bathroom. They remind the childminder they need to wear aprons before getting messy.
- Children use the bus with the childminder to visit the local shops to buy their lunch. This helps them understand how to use money and travel around the local area. Additionally, this exposes children to a range of people within their society to help develop their awareness and acceptance of the diverse community around them.

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 where further ambition can be planned, when teaching children, to help improve all aspects of their learning
- strengthen partnerships with other settings that children attend to share effectively a two-way flow of information regarding children's development needs.

Setting details

Unique reference number	308506
Local authority	Lancashire
Inspection number	10368591
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	3 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	27 March 2019

Information about this early years setting

The childminder registered in 1996 and lives in Bacup, Lancashire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 2.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- The childminder and the inspector completed a learning walk to discuss how the childminder arranges her curriculum for children.
- The inspector observed the childminder's interactions and teaching with children and evaluated the impact this had on their learning.
- Parents' written and verbal views were taken account of.
- Children spoke with the inspector during the inspection.
- The inspector viewed relevant documentation and reviewed the suitability of people living and working in the household.
- The childminder and the inspector carried out a joint observation during a mathematics activity and discussed the impact this had on children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025