

Childminder report

Inspection date: 9 May 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 provides high levels of care and nurtures children's needs well. Interactions are really warm and there is a strong family feel. The childminder understands the unique needs of each child. For example, when they need reassurance, a cuddle or to sleep. Children have built warm attachments with the childminder and enjoy involving her in their play.

The childminder is a positive role model and helps children to understand expectations and boundaries. She promotes positive behaviour well. The childminder supports younger children to understand the importance of waiting their turn and sharing resources. Older children start to understand boundaries as the childminder gives consistent messages about positive behaviour. Children receive lots of encouragement and praise and demonstrate that they feel settled and secure.

The childminder offers an interesting and engaging curriculum that follows the seasons. Children enjoy exploring different minibeasts during the summer months and tending to sunflower seeds that they plant. The childminder offers lots of opportunities for children to revisit activities and learn new skills. This means that children develop their knowledge in a sequenced way, which helps them to build their confidence and independence.

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

- The childminder supports children in all areas of learning. She understands children's interests and how they prefer to learn. Children enjoy a game where they use props to retell a familiar story. However, at times the childminder does not take into account the developmental needs of every child. This means that younger children become distracted, which impacts on their learning.
- The childminder promotes mathematics well throughout activities. Children enjoy matching activities, identify colours and count out objects as they play. Children giggle as they measure the sunflowers they have grown. They identify that theirs has grown far taller than the childminder's. Children develop good mathematical awareness as they develop their mathematical skills.
- Overall, the childminder promotes children's communication and language well. She provides a running commentary, reads stories with repetitive text and sings with children. However, when the childminder asks a question, children are not given enough time to consider the question, think about their answer and form a response. This impacts on children's developing communication skills.
- Children enjoy regular outings in the local community. The childminder tries to give children opportunities they may not have had before. For example, children use public transport to visit a story session at the library. Children enjoy sharing

their experiences, such as drinking a milkshake in a coffee shop. Children are developing a knowledge of the world.

- Parent partnerships are good. The childminder involves parents in assessment and suggests ideas for home learning. Children enjoy taking 'book bags' home with special books, so that parents can read to them at home. This helps children to develop their early literacy skills. Parents state that 'children love coming' and their children 'develop well'. These partnerships build a consistency of care for children.
- Partnerships with other professionals are established. The childminder receives support from local authority advisors and meets regularly with other childminding professionals. Partnerships are meaningful. For example, the childminder shares resources with other childminders, so that she can rotate resources and extend children's experiences. As children transition, the childminder shares information with teachers. This helps children to settle as they start school.
- The childminder attends mandatory training and identifies areas that she feels she needs to develop. She has recently attended training on promoting good oral health, in order to support children's understanding of healthy lifestyles. She regularly considers if activities are working well or if she needs to make changes. This reflective approach means that the provision is always changing to meet the needs of children.

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:

- target activities more effectively, so that the development needs of all children are considered, and they remain engaged in learning
- strengthen the way that questions are asked, so that children are given enough time to formulate a response and fully develop their communication skills.

Setting details

Unique reference number	308699
Local authority	Lancashire
Inspection number	10380480
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	11 June 2019

Information about this early years setting

The childminder registered in 1998. She lives close to the centre of Nelson, Lancashire. The childminder operates all year round from 7.30am to 5.30pm, apart from bank holidays and family holidays. She offers government funded places for childcare. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Elisia Lee

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation with the childminder.
- 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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