

Childminder report

Inspection date: 23 June 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 experienced childminder is friendly and warm. She embraces children with enthusiasm when they arrive at her home. Children are very happy and enjoy the time they spend with the childminder. They show that they feel safe and secure and settle quickly in the home-from-home environment. The childminder encourages children to independently select the resources they want to play with. This promotes children's enthusiastic nature about their own learning and play. The childminder interacts with children and joins in their play. Children receive lots of praise for their efforts to help build their confidence. They are willing to have a go and to play with different toys. This is evident when babies try to press the button on the musical toy. The noise excites them and inspires them to try again.

The childminder develops close attachments with children. Children snuggle with her as they play and have fun. They listen to instructions from the childminder and wait patiently for their turn to press the shapes into dough. Children share, take turns and form loving and caring relationships with each other. For example, older children enjoy helping younger children in their play and respond gently to their needs with soft cuddles and warm smiles. Children follow routines well and understand rules set by the childminder to support their good behaviour. For example, children are encouraged to tidy away their own toys when requested. The childminder engages children in activities and conversations regarding personal hygiene practises. For example, children know to wash their hands after they have been to the toilet and before they eat. As a result, children are successful in managing their self-care needs.

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

- The childminder has a clear curriculum and knows what she wants children to learn. She observes and assesses what children can do and extends their learning through their play. For example, she encourages children to use shape sorters to help develop their hand-eye coordination. Babies carefully pick up the shapes and, with support from the childminder, find which hole to put the shape in. This also develops their small muscle skills.
- The childminder promotes language skills well, overall. She gets down to children's level and makes eye contact. The childminder provides children with a narrative of what they are doing to help them to understand words. However, the childminder does not use all opportunities to model words. She sometimes, refers to the toys or objects the children are using as 'it'. For example, she says, 'You are rolling it' instead of 'You are rolling the dough'. This does not help to develop children's speaking skills or extend their vocabulary.
- The childminder works effectively with parents. When children first start, she gathers information from parents about children's care needs to enable her to

follow their routines from home. She speaks to parents at drop off and collection times about the day's activities and what the children have been doing. This helps to provide consistency for children. Parents comment that they are happy with the care their children receive and say the childminder is 'amazing' and 'professional'.

- The childminder has high expectations of children's behaviour and clear boundaries in place. Children listen, respond to instructions and have respectful table manners. The childminder sits with the children when they are eating and reminds them of the rules for keeping safe. For example, the childminder teaches them about the reasons why they should take small bites while eating. This supports children to manage their own risks and learn about safety.
- The childminder ensures that children have regular opportunities to know their local area. She frequently takes children to the park and local beach, where they develop their physical skills. The childminder ensures that children get plenty of fresh air and exercise. This promotes children's health and well-being.
- Children are encouraged by the childminder to be independent learners. The childminder supports children to have a go at developing the skills which are necessary to manage their personal care needs, such as blowing their nose. She offers regular praise, which promotes children's self-esteem.
- The childminder regularly evaluates the quality of her provision. She takes part in online training to gain extra knowledge, ideas and ensure she keeps up to date with statutory changes. For example, she has completed research and training and created an action plan in preparation for the new 'Statutory framework for the early years foundation stage'.

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:

- extend the modelling of language so that children can develop their speaking skills and increase their vocabulary further.

Setting details

Unique reference number	309038
Local authority	Blackpool
Inspection number	10392414
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	21 August 2019

Information about this early years setting

The childminder registered in 2000 and lives in Blackpool. She operates seven days a week, all year round, except for family holidays.

Information about this inspection

Inspector

Emma Barrow

Inspection activities

- The inspector completed a learning walk with the childminder and discussed how the childminder organises and implements her curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The inspector observed interactions and the conversations between the childminder and the children and considered the impact these have on children's learning.
- The parents left written feedback for the inspector so she could take into account their views.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The childminder showed the inspector her relevant documentation and evidence of the suitability of the childminder and household members.

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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