

Childminder report

Inspection date: 3 July 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

Children are happy in the childminder's care and are confident to explore. The childminder uses children's fascinations to provide a variety of activities. Children choose resources that interest them and explore inside and outside at the childminder's home. For example, the childminder supports children to hand-pump water into containers they have chosen to fill and empty. Children laugh and smile with the childminder. They are completely relaxed and at home with his warm and caring nature. Children love being in the garden developing their balance and coordination. For example, children manoeuvre across numbered stepping stones and ride scooters. Children receive praise from the childminder for their successes with all resources. This helps children to recognise their achievements and raises their self-esteem.

The childminder's curriculum has clear intent. It is designed to help children become confident and independent. Children consistently access resources of their choosing and build resilience through trial and error in play. For example, they show a willingness to keep trying with more complex jigsaws when the pieces fail to match. They also persevere as they climb up rope ladders, taking great pride in reaching the top. These experiences help children to develop the skills they need when the time comes to move on to school.

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

- The childminder knows children well and talks in-depth about the progress and development they are making. The childminder takes steps to help close any gaps in children's learning. This supports children to make good progress from their starting points. He uses his life experiences and skills to build resources that mirror children's interests and fascinations. This motivates children in their learning.
- The childminder generally encourages children's good behaviour. He is a calming influence and gives reassurance when children need it. However, he does not always explain to children why certain behaviours are not acceptable. When children have minor disputes, the childminder tells them to 'stop now please'. He does not explain to the children what he would like them to stop doing. This means that children do not always understand what is expected of them or develop strategies for emotional regulation.
- The childminder welcomes parents and other members of the community to join in with seasonal celebrations. For example, children help to make large garden displays for Halloween and Christmas, which have become an annual visitor attraction. Children take great pride in their work for these displays. Children also learn about other celebrations across the world with activities that support diversity and multiculturalism. For example, they learn about Eid, Diwali and

Chinese New Year.

- The childminder supports children to develop their independence and self-care skills. He reminds children to wash their hands before eating and after coming in from outside. Children learn about the importance of drinking water regularly for their bodies, and they self-serve from healthy food options at snack time.
- The curriculum for supporting children's communication and language is good. The childminder engages well with the children. He carefully explains things with skilful examples and weaves new words into play, such as 'plaque' and 'gums'. This provides children with valuable opportunities to develop their growing vocabulary.
- Parents are positive about the childminder. They enjoy the regular photos they receive of their children and appreciate the app facility used for updates on current learning. Parents are pleased with the variety of activities the childminder provides. The childminder works with them to encourage children with their independence skills. He shares the activities that children enjoy and the next steps in their learning. This helps parents to continue children's learning at home.
- The childminder builds positive partnerships with local schools that children go on to attend. The childminder provides details, such as how each child learns best and what they need to focus on next. This supports continuity in learning and progress in the child's new setting.

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:

- build on behaviour management strategies to further support children to understand how their behaviour can impact on their learning.

Setting details

Unique reference number	405162
Local authority	Lancashire
Inspection number	10392295
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	2 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	14 August 2019

Information about this early years setting

The childminder registered in 1993 and lives in Slyne, near Lancaster, Lancashire. He operates all year round from 7:45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. He works with his wife, who is also a registered childminder, and assistants. The childminder provides funded early years education.

Information about this inspection

Inspector

Shaun Wilson

Inspection activities

- The childminder and the inspector discussed how the childminder organises his early years provision, including the aims and rationale for his early years curriculum.
- The childminder spoke to the inspector about the children's learning and development.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- Parents shared their views of the setting with the inspector.
- 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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