

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

The childminder has developed secure attachments with children. This is evident from children's cheerful and relaxed behaviour. Children reach out to the childminder for cuddles and reassurance, especially when they feel tired and upset during the day. The childminder offers a calm, safe and home-from-home environment that children play happily in. The childminder encourages children to make independent decisions about what they want to play with from a range of resources and activities, indoors and outside. Children are happy and confident and know they can readily approach the childminder for support, if needed. For example, they hold onto the childminder's hand to climb the steps, and slide down the slope securely.

The childminder is actively involved as children play. She joins in with their singing, giggles and laughter. Children benefit from a curriculum with a strong emphasis on communication and literacy. They look forward to daily opportunities to listen to stories and join in with songs and rhymes. Children confidently talk about familiar books and know the words and actions to a wide range of songs. The successful teaching of this aspect of the curriculum has a positive impact on children developing a love of books, and on their overall language development.

The childminder is a good role model and demonstrates consistency when teaching children about positive behaviour and conduct. Children behave well and demonstrate positive attitudes towards their learning. They show they understand the importance of sharing and turn taking through the games they play. Children use good manners as they say 'please' and 'thank you' in their conversations. The childminder promotes children's hygiene routines. She reminds them gently so that they remember to flush the toilet and wash their hands. Children have daily opportunities to spend time in the childminder's garden. They help themselves to drinks of water throughout the day and the childminder provides them with healthy snacks.

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

- Partnerships with parents and carers are good. Parents say that they are well informed about their children's progress and are very happy with how their children are developing. The childminder establishes an effective two-way flow of information with parents about children's routines. This ensures that new children settle quickly into the calm and nurturing environment.
- The childminder plans and provides children with a good range of activities which reflects children's interests. She makes regular assessments to monitor children's achievements. Children show a positive attitude towards their learning. They listen, concentrate and use their imaginations confidently as they engage

in independent play. For example, children pretend to cook for and feed each other in the role-play area. However, during some activities, the childminder does not adapt her teaching to make the most of the opportunities that arise to help children to gain new knowledge and skills. This does not consistently build on the skills children need to learn next, to extend their learning.

- The childminder promotes children's language development well. She gets down to children's eye level and talks to them during activities. The childminder provides a narrative for the younger children and ask older children questions about what they are doing. Children develop good language skills and any gaps in their development are closing quickly.
- The childminder knows children and their families well. She is attentive and meets children's needs effectively. The childminder learns key words in the other languages that children speak at home. Children ask for a drink of water and the childminder reminds them that in Italy it is called 'agua'.
- The childminder promotes children's physical health well. She takes children on trips to the zoo, playgroup, beach, park and areas of local interest. Children benefit from the range of these outings. They have regular opportunities to socialise with other children and adults, which helps to support their social development well. Children develop a strong sense of themselves. They learn about the differences between people and their communities.
- The childminder has a good understanding of what children need to learn before they go to school. She builds on their knowledge of number through counting, addition and subtraction. The childminder supports children to make marks using different tools and learn to read their name.
- The experienced childminder reviews her practice and evaluates her work. She has a good understanding of her professional role. The childminder attends regular training. Recent training has improved her confidence and has changed the way in which she provides mathematical learning experiences for children. The childminder networks with other childminders to support them and share her good practice.

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 teaching more precisely on the intended skills for children to learn during planned activities, to help them to make the best possible progress.

Setting details

Unique reference number	502162
Local authority	Blackpool
Inspection number	10392232
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 August 2019

Information about this early years setting

The childminder registered in 2001 and lives in Marton, Blackpool. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Emma Barrow

Inspection activities

- The childminder and the inspector had a discussion about how the early years provision and the curriculum are organised.
- The inspector observed activities, indoors and outdoors, and assessed the impact these have on children's learning.
- The inspector looked at evidence of the childminder's suitability and checked that statutory documentation was in place.
- The inspector held discussions with the childminder and children at appropriate times throughout the inspection.
- The inspector met parents and took account of their views of the childminder.

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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