

Childminder report

Inspection date:

15 September 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

Outstanding

What is it like to attend this early years setting?

The provision is good

The nurturing childminder provides a welcoming and homely environment. Children develop trusting relationships with him and he gets to know them well. As a result, children are familiar with the routines and are reassured by the close bonds that they share with the childminder. Children are confident as they approach new visitors. They are excited to introduce themselves and show off their favourite toys. The childminder provides a good range of resources. He encourages children to choose and move freely as they access the learning environment. This contributes to their developing independence as they take responsibility for their own learning.

The childminder knows each child's next steps in learning and how he will support them to develop the skills they need to start school. Children talk excitedly about going to 'big school'. They are confident to begin their new journey. The childminder gives children opportunities during regular outings to mix with other children and adults. He uses these experiences to help children learn to develop their social skills and appreciate the community that they belong to. The childminder is a good role model, which is reflected in the high standards of children's behaviour. He is kind, considerate and nurturing. Children behave well and receive regular praise and encouragement. This contributes to their positive self-esteem and self-worth.

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

- The childminder is a confident teacher. He has high expectations for all children and supports their learning through the activities on offer. The childminder gets involved in children's play to extend their learning as they explore a difficult jigsaw. He skilfully suggests they build all the edges. Children identify the pieces for the middle part of the jigsaw. This helps to develop their problem-solving skills.
- The childminder promotes children's independence well. He is friendly and attentive to children's individual needs. The childminder encourages the younger children to feed themselves and to begin to drink from cups. He demonstrates a good understanding of how such activities promote children's physical development. Older children become increasingly independent as they manage their own toileting needs and wash their hands. They understand the importance of hygiene as they announce that they need to wash their hands after going to the toilet. This supports children's emotional well-being successfully.
- Children's emerging language is supported well by the childminder. For instance, he introduces new words through exploring dictionary books, such as 'squirrel' and 'acorn'. The childminder encourages children to discuss the new words to secure their understanding of autumn. He promotes children's knowledge of the changing seasons and the weather well.

- The childminder plans activities based on children's interests and stages of development. He regularly assesses children and gathers information from parents and carers, in order to identify appropriate next steps in learning. Careful planning and effective assessment contribute to the good progress that children make. However, at times, the childminder does not organise group activities effectively. For example, children sit for extended periods of time. This means that some children lose focus and concentration. This results in children becoming restless and not consistently engaged in their learning.
- The childminder makes good use of amenities in the local area, such as the beach, library, park and shops. He plans a range of activities that help children learn about the wider world beyond their own community. In addition, children learn about a range of festivals. This helps them to learn about the beliefs and cultures of others.
- The childminder understands the importance of working in partnership with parents. He encourages parents to contribute to assessments and gathers detailed information upon children's entry to the setting. This helps to build a clear and accurate picture of what children know and can do from the start. This helps the childminder to identify what children need to learn next. Parents value this 'team' approach and feel the childminder seeks and acknowledges their opinions.
- The childminder is qualified and experienced. He makes sure that all his mandatory training is kept up to date. However, he does not have a targeted programme of professional development in place. This does not help to raise the quality of teaching further.

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 focus on professional development to raise the quality of education further
- strengthen the organisation of group activities to meet and promote children's individual stages of development more effectively.

Setting details

Unique reference number	EY101601
Local authority	Blackpool
Inspection number	10407473
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 January 2020

Information about this early years setting

The childminder registered in 2002 and lives in Blackpool. He operates all year round, from 7.45am to 5.30pm on Monday to Thursday, and from 7.45am to 5pm on Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3 and works alongside a co-childminder. He provides government funded childcare.

Information about this inspection

Inspector

Emma Barrow

Inspection activities

- The inspector spoke to the childminder and children during the inspection.
- The inspector took account of parents' written comments and views.
- The inspector observed the quality of education during activities and the impact on children's learning.
- The childminder and the inspector completed a joint evaluation of an activity and a learning walk, in order to understand the effectiveness of the curriculum and how it is organised.
- Discussions about leadership and management took place between the inspector and the childminder.
- The inspector viewed evidence of the suitability of persons living in the household.

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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