

Childminder report

Inspection date: 16 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 childminder provides a warm and welcoming learning environment. Children clearly demonstrate strong bonds with the childminder. For instance, they seek a cuddle when they feel they need reassurance. After children have been reassured by the childminder, they explore their surroundings. Children are happy, settled and confident in her care. The childminder has a good understanding of the priorities for each child's learning. When children make especially good progress in a particular area, she continues to support them to extend their knowledge and skills even further. She provides a stimulating environment in which she uses activities and resources to encourage children's progress effectively. For example, she provides resources such as post boxes to encourage young children to develop their hand and eye coordination.

The childminder focuses strongly on supporting children's language development and helping them to develop their vocabulary. For example, babies say 'moo' when they play with the farm animals. The childminder praises this and models the word 'cow'. Babies later say 'cow', having learnt and remembered the correct word. The childminder supports older children to learn and use more advanced words, and to speak in full sentences. Children incorporate the new vocabulary they learn into their play. For instance, they talk about how they are slithering on the floor like a snake. The childminder is a positive role model, who provides a wealth of praise and encouragement. This supports children's good emotional well-being. Children make their own free choices during play, such as when they enthusiastically build towers with bricks. The childminder intentionally weaves a variety of learning opportunities into children's experiences. For example, she talks about the colours and numbers of the bricks, as they build the big and small towers. Children are developing good mathematical awareness.

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

- The childminder uses good teaching skills to build on children's thoughts and ideas and to extend their learning. However, at times she allows the more confident children to dominate her time and input, meaning that other children do not equally benefit from the effective interactions and activities.
- Parents are complimentary and speak highly of the childminder and their children's experiences in her care. The childminder is passionate about providing a high-quality service for families. She seeks the views of children and parents to help her to make any changes to her provision.
- Partnership working with parents is firmly in place. There is effective communication between the childminder and parents overall. For instance, the childminder keeps parents informed about their child's progress. However, the childminder does not consistently gain detailed information about children's

learning at home, in order to help her to plan precisely for each individual child.

- There is a good range of stimulating resources available that capture children's attention and cover all areas of learning. For instance, children delight in matching fruit to pictures in a book. They enjoy discussing and counting all the fruits that the greedy caterpillar has eaten. The childminder knows the children in her care very well and is generally sensitive and responsive to their needs.
- Children engage well in their chosen activities and are motivated and enthusiastic learners. They show high levels of independence. For example, children willingly take off their shoes when they arrive at the childminder's home and wipe their own noses with the assistance of the childminder.
- The childminder has strong relationships with the children, who demonstrate confidence in her care. She supports children's emotional development effectively. Children have opportunities to interact with others, including in larger groups, to help them feel confident in a range of situations. Children demonstrate good social skills and understand how to behave positively. For example, they eagerly make kind gestures such as helping their friends.
- Young children follow good hygiene routines. For example, they use individual hand towels, after washing their hands, to prevent cross-contamination. The childminder gives clear messages about healthy lifestyles. For example, she provides nutritious snacks and meals and children benefit from exercise. For example children regularly walk to parks, shops, playgroups and other places of local interest.
- The childminder is committed to improving her knowledge and skills continuously. She attends training and meets with early years professionals, including other childminders, for discussions and updates. She completes targeted research and uses these findings to help her to address individual children's needs. For example recent training on supporting children's learning behaviours has allowed her to consider and use strategies with children to support them with their emotional regulation.

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:

- adapt teaching strategies more effectively to allow all children to be involved in activities and interactions
- develop ways of encouraging parents to contribute information about their child's learning at home, to support more precise planning for each child.

Setting details

Unique reference number	EY231147
Local authority	Lancashire
Inspection number	10392436
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 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	22 August 2019

Information about this early years setting

The childminder registered in 2002 and lives in Poulton-le-Fylde. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Emma Barrow

Inspection activities

- The childminder carried out a learning walk with the inspector where the impact of the quality of interactions were assessed. The learning opportunities she provides children were discussed and reviewed.
- The inspector viewed the indoor learning environments.
- The inspector reviewed written documentation. This included suitability checks for all adults associated with the address.
- During the inspection, the inspector spoke to the childminder and children at convenient times.
- Written feedback from parents were reviewed. The inspector considered all views shared.

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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