

Childminder report

Inspection date:

17 September 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, secure and thrive in this warm, home-from-home environment created by the childminder. She knows the children very well and places their emotional well-being at the centre of her practice. Babies and toddlers receive warmth, cuddles and consistent routines that help them to settle quickly and feel safe.

Children are confident learners because the childminder provides a broad range of experiences both inside and outside the home. Each morning starts with an outing, such as a local group, park or nature walk. Children experience the seasons first-hand through activities such as leaf printing, collecting conkers or watching birds feed. These opportunities build curiosity about the world and lay strong foundations for future learning.

The childminder values children's interests and uses them to shape play. Children choose books and use them competently. Everyday routines are also used as learning opportunities. Children practise washing their hands, pouring drinks and peeling fruit, helping them gain independence and practical self-care skills. The childminder encourages children to have a go at tasks. She praises effort and persistence. Children take pride in achieving tasks for themselves, preparing them well for school and later life.

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

- The childminder prioritises healthy living. She provides nutritious home-cooked meals and fresh fruit snacks. Toddlers practise feeding themselves, while babies progress gradually from bottles to cups. The childminder introduces children to oral health through stories and resources, helping them understand why looking after their teeth matters. Children develop good eating habits and learn how to make healthy choices.
- Singing is an integral part of the daily routine, and children delight in joining in with familiar songs and rhymes. They play instruments enthusiastically and listen carefully to instructions. For example, they place scarves on their nose, knees and toes as they dance and sing. Children follow directions with confidence and show great enjoyment as music and movement capture their energy and imagination.
- The childminder models rolling, pressing and cutting with dough. She introduces rich language to describe textures, shapes and sizes. Children copy her actions, repeat new words and add their own imaginative ideas. Scented dough and themed cutters capture their curiosity. Children explore with confidence and develop creative thinking.
- The childminder helps children develop a love of books and shows them how to

handle them with care. Even the youngest children choose books and turn the pages carefully, absorbed in the pictures. The childminder provides a wide range of fun and interesting stories for children to enjoy. She also makes personalised books with children's photos so they can revisit their own experiences. This encourages children to develop early reading skills.

- The childminder uses her observations to plan an ambitious curriculum that focuses on children's interests. She knows the children well and provides activities that promote children's next steps. However, occasionally, the childminder introduces children to too many resources at once. This impacts children's engagement as they become distracted.
- Behaviour is managed calmly and consistently. The childminder helps toddlers to share, swap toys and take turns. She uses positive praise and clear explanations so that children learn fairness and respect. As a result, behaviour is positive and relationships are warm.
- The childminder is committed to professional development and undertakes regular training. She keeps her knowledge up to date and reflects on how to refine her practice. This continuous learning strengthens the quality of care and education. Children benefit from an informed and responsive approach.
- The childminder works in strong partnership with parents. Daily conversations, phone messages and weekly photo updates ensure parents feel informed and involved. Parents value the support she provides with routines such as sleep and weaning. They comment positively on the strong bonds their children form. This continuity between home and the setting benefits children's security and learning.

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:

- review the organisation of resources to maximise focus and extend learning opportunities.

Setting details

Unique reference number	EY271998
Local authority	Lancashire
Inspection number	10408244
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	0 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	29 January 2020

Information about this early years setting

The childminder registered in 2003 and lives in Haslingden. She operates all year round, Tuesday to Thursday, from 7.30am until 5.30pm, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for eligible children.

Information about this inspection

Inspector

Denise Barnes

Inspection activities

- The childminder and the inspector completed a learning walk together of all areas of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector and childminder carried out a joint observation of an activity involving the childminder and the children.
- The children communicated with the inspector during the inspection.
- The inspector took account of written views and spoke to parents about the provision.

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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