

# Childminder report

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Inspection date: 2 June 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder offers an inviting home-from-home environment where children's needs are supported and their well-being nurtured. The childminder is a positive role model, and children have formed close attachments with her. They invite her into their play and independently bring her flowers to 'make her smile' as they play in the garden. Younger children giggle as they chase the childminder around the garden with a toy dinosaur. Children demonstrate that they are settled and happy.

The childminder offers an engaging curriculum built on children's interests and development stages. She adapts the curriculum to support children's needs. For example, she supports younger children to be confident in their walking by providing wheeled buggies and pretend lawnmowers they can push. This helps children to develop their physical skills and resilience. Children independently select toys and use their imaginations. They build roads with construction blocks and look at how different transport moves in the air and on land. The childminder promotes 'awe and wonder', and children are engaged in learning. They laugh out loud as they make huge bubbles using bubble blowers in the garden. Children are developing the characteristics they need for future learning.

The childminder offers constant encouragement and praise to children. She invites older children to help with 'jobs'. Children enthusiastically use a brush to sweep up and enjoy being given this responsibility. They listen carefully to instructions and exhibit good manners and positive behaviour.

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

- The curriculum is flexible and tailored to support children's stages of development. It is carefully sequenced to support children's learning and understanding. For example, the childminder sensitively talks with older children about being aware of strangers and how to use tools safely. This supports children in understanding about personal safety.
- Overall, communication and language are promoted well. The childminder provides a running commentary. For example, she talks about how caterpillars make a cocoon until they become a butterfly. In addition, she reads stories to children and encourages them to sing songs. However, at times, when she asks questions, she does not give children time to think and respond. This hinders children's ability to consider an answer and develop their communication skills further.
- Children are active learners. They enjoy using coloured water and glitters to mix 'magic potions'. They open jars and pour liquid from a jug into a bowl. However, at times, the childminder is too quick to help children and does not always give them enough time to solve problems by themselves. This affects children's

engagement and the opportunity to develop their independence.

- Children build an understanding of the world. They explore special days from different cultures such as Eid and Chinese New Year. They enjoy visits to the local library and children's museum. They meet regularly with other childminders and take part in activities with a wider group of friends. This helps children to develop their confidence and social interactions.
- Healthy lifestyles are promoted well. Children enjoy playing in the outdoors every day. They enjoy a variety of healthy foods, enthusiastically dipping breadsticks into hummus and cutting up their own grapes. They enjoy outings to the park and soft-play gym. Children are building their understanding of healthy living.
- The childminder has built close partnerships with parents. She invites parents to be part of the processes for assessment from when children initially start. She regularly shares information about children and gives ideas on how parents can support children's learning at home. Children have recently been growing sunflower seeds at home. This helps to promote consistency of care for children.
- The childminder works alongside other professionals. She receives support from local authority advisers and regularly meets with other childminding professionals to share ideas and discuss good practice. The childminder shares information about children's needs with teachers as children prepare to start school. This helps to support effective transitions.
- The childminder regularly reviews her practice and attends training to develop her knowledge further. She has recently attended an early years development programme. This has enabled her to develop her knowledge of supporting children to understand mathematical concepts. The childminder is very reflective and ensures her provision adapts to meet the needs of the children in her care.

## 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:**

- give children consistent opportunities to consider questions, form a response and answer in order to fully support their communication and language skills
- strengthen opportunities for children to solve problems by themselves to support them learn new skills and develop their independence.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY285561                                                                          |
| <b>Local authority</b>                             | Lancashire                                                                        |
| <b>Inspection number</b>                           | 10388206                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | 2 July 2019                                                                       |

## Information about this early years setting

The childminder registered in 2004 and lives in Skelmersdale. She operates all year round from 8.30am to 5pm, Monday, Tuesday and Thursday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Elisia Lee

### Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation with the childminder.
- The inspector took into account the views of parents through written comments.
- 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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