

Childminder report

Inspection date:

25 September 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children arrive happily at this home-from-home environment, ready to start their day. The childminder creates a safe, warm and exciting atmosphere that supports children's emotional security. She enthusiastically welcomes children with cuddles and lots of positive encouragement. This supports children to settle. Children confidently choose resources to play with that reflect their interests and developmental needs. Children pretend to be hairdressers, developing their imagination and fine motor skills when using the hairdressing tools. Younger children focus on matching shapes to post in the correct hole. This supports their developing hand-eye coordination and early mathematical vocabulary. The carefully planned environment supports children's concentration and engagement. Children have positive attitudes to learning and enjoy their time at the childminder's house.

The childminder has created an ambitious and well-sequenced curriculum that focuses on what children should learn and when. She thoughtfully plans enjoyable experiences to enrich children's skills and knowledge, and she regularly takes children on outings. Children attend gymnastics to further their physical development, and they join a music class to enhance their confidence and listening and attention skills. They learn about similarities and differences when making new friends and further develop their social skills. The wide range of outings supports children's understanding of the diverse world in which we live.

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

- Before children start, the childminder gathers detailed information from parents and carers about children's development and care needs. The childminder plans the curriculum based on what children know and their current interests. She engages children in play-based learning opportunities and experiences. Any gaps in children's development are quickly identified, and engagement from relevant professionals is effective in planning strategies. All children make good progress from their starting points.
- The childminder supports children's early communication and language skills well. She reads books with lots of expression, points to and describes the pictures and sings songs with enthusiasm. This supports children's increasing vocabulary. The childminder encourages back-and-forth conversations using questioning and supports younger children using sign language. Children communicate their needs and desires. They are confident communicators and demonstrate good listening and attention skills.
- The childminder encourages children's independence throughout the day. Children put on their own shoes and coats, wash their own hands and serve fruit for snack. They confidently choose whether to play indoors or in the garden. The childminder gives encouragement and praise, which supports children's

emerging resilience and perseverance. Children are well prepared for their future learning.

- Children listen carefully to the childminder. Her calm, relaxed and nurturing approach is reassuring for children. She is a good role model and has high expectations for children's behaviour. The childminder models good social skills and provides warm, consistent interactions. Older children copy her kind and responsive manner when playing with their friends. This supports children to form positive relationships with others.
- The childminder provides a range of healthy and nutritious meals and snacks. She uses mealtimes to talk to children about likes, dislikes and what is good for their bodies. The childminder supports children to follow good hygiene routines, such as washing hands before eating. She provides a range of opportunities for children to be in the fresh air and to be physically active. Children are developing their understanding of healthy lifestyle choices.
- The childminder completes a broad range of training to further her knowledge and skills. She discusses and shares best practice with a networking group and receives support from the local authority. This supports her ongoing professional development and helps her to evaluate the environment effectively.
- Partnerships with parents are effective. The childminder maintains positive relationships and regular two-way communication. She keeps parents informed about their children's development and involves them in planning, which supports consistency in learning. Parents speak highly of the childminder and appreciate the information they receive. However, the childminder has not yet considered how she can share information with other settings children attend, such as pre-school, to further support continuity in children's 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:

- establish effective information sharing with other settings that children attend to further support children's overall development.

Setting details

Unique reference number	EY295755
Local authority	Blackburn with Darwen
Inspection number	10407676
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	15 January 2020

Information about this early years setting

The childminder registered in 2004 and lives in Blackburn, Lancashire. She operates from 8am to 4.30pm, Monday to Thursday, during term time only. The childminder holds an appropriate childcare qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Lisa Bellam-Brown

Inspection activities

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