

Childminder report

Inspection date: 13 January 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The extremely dedicated childminder is passionate about making sure every child feels emotionally secure and forms deep bonds with them. She is highly responsive to children's changing needs and adapts her routine and activities accordingly. Children make excellent progress and are superbly prepared for their next stage of learning. The childminder has particularly high expectations of children's behaviour, and as a result, they behave beautifully. Children show the utmost respect for the childminder and for each other. Additionally, they receive the same high levels of respect back. The childminder builds strong and nurturing relationships that help children feel safe.

Children demonstrate a positive attitude to their learning. The childminder carefully tailors a sequenced and ambitious curriculum that is based on children's needs and current interests. Children make independent choices in their play. For example, children develop their small hand muscles as they build and manipulate construction resources. The childminder skilfully extends learning and asks the children to use their lived experiences as a base on which to build their knowledge. They gleefully recall their trips to the zoo and walks along the canal while talking about animals.

The childminder has a thorough knowledge of what the children know and what they need to learn next. Children are excited to embrace a challenging and meaningful curriculum that is highly effective in meeting their individual needs. Children blossom and develop high levels of confidence and emotional well-being. Children are remarkably self-motivated.

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

- The childminder supports the development of children's language and communication skills exceptionally well. She engages in high-quality, back-and-forth discussions with them. The childminder understands that children need time to think and process information before they respond. She sensitively repeats back words to check children's understanding. As a result, children rapidly develop their vocabulary and communicate confidently with others.
- Promoting children's awareness of a healthy lifestyle remains a core focus in the childminder's curriculum. The childminder provides nutritious snacks and home-cooked meals daily. Once a week, children bring a piece of fruit from home, which they cut up and share with their friends. The childminder reinforces this healthy focus, using it as an opportunity for children to experience sharing. Through these activities, children discuss how 'sharing is caring'. This helps them understand that living a healthy life can be both enjoyable as well as essential.
- The childminder is highly professional and dedicated to her role. She continually

reflects on her practice, identifies areas to improve and seeks relevant training to develop her skills and knowledge. For example, the impact of a recent behaviour course is evident in the childminder's clear, unwavering boundaries with the children. Consequently, children behave impeccably.

- Diversity and community are fully embedded in the childminder's curriculum. Children enjoy a range of valuable experiences during their time with her. The childminder is passionate about ensuring that children learn about different communities and societies. Children have plenty of opportunities to role play and access books and resources about different types of families and events from around the world. Children learn acceptance and respect for others from a young age.
- The childminder places a high priority on developing partnerships with parents. She keeps parents well informed of their child's progress and offers support and advice. For example, the childminder makes suggestions to parents about what they can do at home to further support children's learning. Parents state that their children enjoy their time with the childminder and look forward to attending each day.
- The childminder has experience of looking after children with special educational needs and/or disabilities. She fully understands the importance of working with other professionals in education and health. This creates a consistent approach in supporting children's learning. The childminder is trained in British Sign Language and has taught children how to use this. This complements children's communication and language skills and promotes a culture of inclusivity and diversity within the setting.
- The childminder teaches the children to nurture each other by establishing a 'seeds and gardeners' method. Older children become the 'gardener'. They guide and look after their younger 'seed'. The 'seed' is a new child who starts attending the setting. This fosters purposeful relationships, and as a result, older children demonstrate high levels of responsibility, care and compassion.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY301755
Local authority	Lancashire
Inspection number	10359858
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	8
Date of previous inspection	11 December 2018

Information about this early years setting

The childminder registered in 2004 and lives in Hapton, Burnley, Lancashire. She operates all year round, from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. The childminder offers funded care and early education for children aged from nine months to four years.

Information about this inspection

Inspector
Denise Barnes

Inspection activities

- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- Children spoke with the inspector during the inspection.
- The inspector and the childminder carried out a joint evaluation of an activity.
- A sample of documentation, including training certificates, were reviewed during the inspection.
- Written feedback from parents was reviewed by the inspector, who took account of their views.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.

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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