

Childminder report

Inspection date: 2 May 2025

Overall effectiveness	Good
------------------------------	-------------

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

The childminder has created a warm and inviting environment, which feels like a home from home for children. She offers settling-in sessions when children initially start, so that she can find out about the unique needs of every child from parents. She uses this information to help children settle and meet their care needs. Children are free to make their own choices and express their needs. Children enjoy exploring the resources, playing with friends and engaging with adults. They demonstrate that they are settled and feel secure.

The childminder has developed an effective curriculum, which supports children's development in all areas of their learning. There is a particular focus on learning outdoors and being in the local environment. For example, children enjoy mixing 'magic potions' using coloured water in the garden, ride bikes with enthusiasm and giggle with excitement as they race against one another. These activities help children to engage in different play experiences and support their learning.

Children's behaviour is good. The childminder encourages children to use good manners, tidy away resources and consider the needs of others. The childminder regularly reads stories to children, which supports their listening and attention skills.

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

- The childminder promotes all areas of learning. For example, children identify colours as they sing about a rainbow, explore capacity as they play with water and develop their physical skills as they use different tools and scissors. The childminder supports communication and language by providing a commentary, using vocabulary in context and asking questions. Children make good progress and are being supported to develop the skills they will need as they move to school.
- Activities are planned to support children's natural interests. The childminder gives children lots of opportunity to recap on their learning, to build their confidence and establish individual skills. However, at times activities do not always take into account the learning needs of different ages of children. This means that some children can become distracted and lose interest, which impacts on their learning.
- The childminder is a positive role model and encourages positive behaviour consistently. She gives clear messages and supports children to understand rules and boundaries. For example, she talks to older children about how someone may feel if they do not share resources. Children listen carefully to the childminder and are beginning to understand positive behaviours.
- The childminder talks with children about the food they eat and how different

foods give us energy. Children enjoy a range of activities to promote their physical skills, such as jumping between stepping stones in the garden and climbing steps. They eat a range of healthy snacks and access water throughout the day. Children are beginning to explore the importance of leading a healthy lifestyle.

- Children have made strong attachments with the childminder. The childminder carefully considers children's emotional welfare and has built a very good knowledge of children's individual characters and needs. She is very alert to when children become a little upset or feel frustrated. She provides encouragement or a reassuring hug to help them settle. Children develop independence and resilience.
- The childminder has good partnerships with parents. She invites parents to be part of assessment, holds discussions about children's development and shares ideas on home learning. Parents explain that children 'go on wonderful adventures' and that the childminder is 'caring and nurturing'. These partnerships contribute to a consistency of care for children.
- Partnerships with other professionals are in place. The childminder meets with other childcare providers to discuss good practice and share ideas. In addition, she receives regular contact from local authority advisors, who offer support. The childminder shares information about children's developmental needs with teachers. This helps children to settle as they make the transition to school.
- The childminder undertakes further reading to develop her knowledge. She ensures that she attends mandatory training to regularly update her skills. She evaluates her practice to identify things she could do even better. This means that the setting is constantly adapting to meet the needs of 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:

- implement activities more effectively, so that the needs of all children are considered, and they remain engaged in learning.

Setting details

Unique reference number	EY310648
Local authority	Lancashire
Inspection number	10376153
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 4
Total number of places	6
Number of children on roll	10
Date of previous inspection	20 May 2019

Information about this early years setting

The childminder registered in 2005 and lives in the Ashton-on-Ribble area of Preston. She operates all year round, from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded education for children aged two, three and four years. The childminder holds an early years qualification at level 3.

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 to 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 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025