

Childminder report

Inspection date: 7 August 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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 receive a positive start to their early education while in the care of the dedicated and experienced childminder. The childminder gathers detailed information about each child. This enables her to plan her curriculum and care routines to meet children's emerging needs. The childminder knows what children are interested in. She provides an array of interesting learning opportunities to engage children in their learning. Children eagerly test out their ideas and are enthusiastic learners. They thrive in the inviting learning environments the childminder creates indoors and outdoors.

The childminder ensures that children have regular opportunities to practise and refine the skills she teaches them. For example, children remember how to carefully set the table for snack. They create spider web pictures and eagerly recall information they have found out in the past about spiders. Children find learning fun. They are keen to learn and ask questions to help extend their own understanding. The childminder gives extremely high priority to the development of children's personal and social skills. Children understand the high expectations the childminder has for their behaviour and welcome each other into their play. The childminder skilfully helps children to understand the impact their behaviour may have on others. When children feel overwhelmed, the childminder helps them to regulate their emotions with cuddles and breathing exercises. All children behave incredibly well.

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

- The development of children's communication and language underpins the childminder's curriculum. She exposes children to a wealth of songs, stories and rhymes. Furthermore, the childminder engages children in meaningful conversations. For example, she chats to children about a recent birthday party. This ignites children's imaginations to recreate a party in their role play. Children develop the communication skills needed for the next stage of their education.
- The childminder understands how children learn and develop. She observes each child, assesses their progress and identifies next steps in children's learning and development. The childminder understands the importance of sequencing children's learning in preparation for school. However, on occasion, she does not plan adult-led activities precisely enough to implement this in her practice. At these times, younger children do not always reap the same benefits as older children.
- The childminder promotes children's good health. Children have an array of opportunities to be physically active. They thoroughly enjoy learning about nature, the beach and observing animals in a local farm. Children learn about the local area as they explore the different landscapes. They also plant, grow

and harvest herbs and vegetables, which they eventually use in healthy recipes. Children learn first hand how to lead healthy lifestyles.

- Throughout the day, the childminder encourages children's independence. Children are confident to make their own decisions and learn that it is okay to make mistakes as a part of learning. They put on their own shoes, serve fruit for snack and take care of their hygiene needs, such as blowing their own noses and washing their hands. The childminder nurtures children with genuine praise, warmth and encouragement. As a result, children's confidence blooms and they are well prepared for school and their future learning.
- Parents and carers value the support the childminder provides. The childminder discusses children's care and learning on a daily basis. She provides ideas that help parents to contribute to their child's learning at home. This creates a consistent approach to children's learning and development.
- The childminder is an excellent role model. She shows utmost respect and supports children to demonstrate impeccable manners. Children take turns and complete roles of responsibility with immense pride. They help to carry resources, tidy up and thank one another for being so kind. Children are extremely respectful and polite.
- The childminder provides focused support to help children overcome difficulties and complete activities independently. For example, when children need help to complete a puzzle, the childminder reminds children of their prior learning about shapes. She explains to consider the shape, size and different points of the puzzle piece to find where it fits. This enables children to solve the problem themselves. Children and the childminder celebrate this achievement with cheers. This unwavering support helps children to keep trying and develops exemplary attitudes to their 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:

- strengthen the organisation of planned activities for younger children to enhance their learning and development further.

Setting details

Unique reference number	EY335378
Local authority	Lancashire
Inspection number	10399245
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	25 November 2019

Information about this early years setting

The childminder registered in 2006 and lives in Leyland. She operates all year round, from 7am to 5.30pm, Monday to Thursday, except for family holidays. The childminder holds an appropriate early years qualification at level 5. She provides government-funded childcare.

Information about this inspection

Inspector

Deborah Magee

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development during the inspection.
- The inspector observed the interactions between the childminder and children.
- The views of parents and children were considered during the inspection.
- 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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