

Childminder report

Inspection date: 1 July 2025

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

What is it like to attend this early years setting?

The provision requires improvement

Although the childminder collects important information about children's learning and development from the start, there are some weaknesses in how the planned curriculum is sequenced. For instance, the childminder prioritises teaching children to recite letter names in alphabetical order rather than focusing on communication and language development. As a result, not all children make good progress.

Despite this, the childminder provides a safe, secure and welcoming environment. She supports children's emotional security through robust settling-in procedures and respectful and consistent care practices. The childminder personalises induction periods to meet children's needs and develops positive relationships with children and families. Children separate smoothly from their parents and carers ready to engage with the activities on offer. They demonstrate they are happy and that they enjoy attending the setting. The childminder's supportive and nurturing manner promotes children's well-being effectively.

Children behave well and engage in positive interactions. The childminder is consistent in implementing positive behaviour. She supports children to share and take turns with toys, giving prompts and simple explanations when needed. This helps children develop an understanding of being kind to others and promotes good social skills for children's future learning. The childminder is a good role model.

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

- The childminder knows children well and provides resources that meet their interests. She has a good understanding of what children know and can do. However, she does not adequately tailor the curriculum to children's age and stage of learning. Sequencing of the curriculum for communication, language and literacy is not precise enough. This means that children do not progressively embed knowledge.
- The childminder supports some aspects of language development through singing songs and reading storybooks. However, the childminder does not expose children to a wide vocabulary during play. She does not use full and coherent sentences when speaking to children and often misses vital words out. This limits children's understanding of sentence structures, grammar and word knowledge.
- The childminder accesses online and face-to-face mandatory training to keep up to date with requirements. However, she has not implemented a targeted professional development programme to improve the quality of education through curriculum knowledge, skills and practice. Consequently, the childminder has gaps in her knowledge of some curriculum areas, which affects her ability to

improve educational outcomes for children.

- The childminder provides some resources to support children's independence skills, such as steps to reach the sink for handwashing. However, children are often given lots of support with tasks they could try for themselves. For instance, the childminder washes and dries children's hands and puts their shoes on for outdoor play rather than encouraging children to have a try. This limits children's opportunities to develop their independence.
- The childminder has created an outdoor learning environment that supports children's physical development well. Children confidently develop their balance and coordination when negotiating steps. They develop spatial awareness when playing on ride-on toys and cars. Children develop their fine motor skills in preparation for future writing through planned activities, such as painting, threading and jigsaws. Children make good progress in physical development.
- The childminder promotes healthy lifestyle choices. She ensures that children enjoy fresh air and physical activities daily. The childminder provides healthy and nutritious meals and encourages good hygiene practices, such as washing hands before mealtimes. Children are beginning to understand the importance of leading a healthy lifestyle.
- Partnerships with parents are good. The childminder understands that developing trusting and respectful relationships with parents contributes positively to children's development. She regularly communicates ideas for home learning and daily achievements. Parents are very complimentary about the care their children receive.
- The childminder ensures that children learn about their local community. She plans a range of weekly visits to the library, playgroup and soft-play centre. Children also visit the temple, farm and duck pond. The childminder uses these opportunities to teach children about different cultures, beliefs and aspects of the wider world. This helps to foster inclusion, equality and a sense of belonging.

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:

- improve the sequencing of the curriculum for literacy and communication and language in line with children's age and stage of development
- support children to develop a broad vocabulary during play activities to support their developing communication skills

- focus professional development on strengthening knowledge and understanding of early literacy and communication and language development to raise the quality of education
- offer children consistent opportunities to develop their independence and self-care skills.

Setting details

Unique reference number	EY338002
Local authority	Lancashire
Inspection number	10392385
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	20 August 2019

Information about this early years setting

The childminder registered in 2007 and lives in Preston, Lancashire. She operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. The childminder provides government funded childcare.

Information about this inspection

Inspector

Lisa Bellam-Brown

Inspection activities

- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector and childminder discussed observations of group activities, the quality of education and the impact on children's learning.
- The inspector interacted with children to find out about their time at the setting.
- The inspector considered feedback from parents.
- The childminder's documentation was available to view, including training, qualifications and suitability checks.
- 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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