

Childminder report

Inspection date: 9 June 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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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 are happy and confident in the childminder's home. They chat to each other and enjoy pretend play, such as tea parties. The childminder introduces children to a range of new words, such as 'gigantic', when describing characters in books. This helps to broaden children's repertoire of vocabulary. Children love listening to stories and recall activities related to books they have read. For instance, children compare the heights of seed sprouts they have planted after reading 'Jack and the Beanstalk'.

The childminder teaches children to use manners and be kind. Children are polite and are learning about feelings. They say, 'it's okay, don't worry' to the monkey puppet who joins them at reading time. Children cuddle the monkey and talk about being brave at the scary part of the story. Additionally, older children take time to help babies access their toys and carefully demonstrate how to use them. All children are well settled and secure with the childminder. Children's behaviour is good.

Children explore and investigate in a safe environment. The childminder ensures risk assessments are robust to protect children from harm. Additionally, she helps children learn about how to keep themselves safe. For example, she reminds children to walk instead of run when the decking is slippery after rainfall. Children know to wash their hands before eating and after using the bathroom. They are supported to carry out tasks independently and are proud when they succeed.

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

- The childminder plans interesting activities that she knows will help children develop a wide range of skills. However, when children complete tasks with ease, she does not swiftly recognise when to adapt her teaching in order to help children build on what they already know and can do and extend their learning further.
- Children's development needs are identified and the childminder tracks progress from the start. Assessments of children's progress are regularly completed to help the childminder identify children's achievements and target the next steps in their learning. In turn, she uses various methods to share this information with professionals and parents, to help provide a consistent approach to children's learning and development.
- The childminder encourages children to estimate, count and compare sizes during play. For instance, they discuss who is taller and how many play people they have when sorting into groups. Children are supported to use and understand a range of mathematical concepts during activities.
- The childminder helps children prepare for their future education. She

understands that children need to gain confidence, concentration skills and positive attitudes towards learning. She helps children listen in group activities and praises them for their contributions. Furthermore, children spend time peeling and adding stickers to their pictures and use pens to make a range of marks. This helps develop strength in their fingers and hands in preparation for their early writing development.

- The childminder attends a range of training courses to help her maintain and develop her knowledge and good practice. She works with the local authority and other practitioners to share ideas and keep up to date with changes in education guidelines. Additionally, she researches aspects of early years practice that she feels will benefit children most, such as learning about a range of additional needs. This helps the childminder continue to meet children's needs and build upon her knowledge and skills over time.
- Children regularly visit people in their local community. They spend time at a local residential home and playgroups nearby. This helps children integrate with a range of different people and learn about diverse backgrounds. Children are taught how to value and respect their peers and people they meet in preparation for life in modern Britain.
- The childminder helps children develop physical skills, both inside and in her garden. Children spin a wheel and carry out the selected actions, such as running, skipping and lunging in the playroom. Additionally, children chase and jump for bubbles in the outdoor area. Babies have the opportunity to safely cruise around furniture and pull themselves up to the tabletop activities. This helps them develop the core strength required to support their future physical progress.
- Parents are pleased with the care their children receive and feel they make good progress in the childminder's care. They receive regular updates about what their children enjoy and learn, which helps keep them involved with their children's progress.

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:

- recognise when to build on what children already know and can do and adapt teaching to further promote the best outcomes for all children.

Setting details

Unique reference number	EY339396
Local authority	Lancashire
Inspection number	10392524
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	6
Date of previous inspection	30 August 2019

Information about this early years setting

The childminder registered in 2006 and lives in Nelson. She operates from 7.30am to 6pm, Monday to Friday. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- The inspector completed a learning walk with the childminder, through all areas of the premises used by the children, and discussed the intended curriculum for children.
- Parents shared their views through verbal feedback. The inspector took these views into account.
- The inspector looked at a sample of the documentation. This included evidence about risk assessment, suitability and qualification records.
- The childminder and the inspector carried out a joint observation together.
- The inspector observed the childminder's interactions and evaluated the impact this had on children's learning and development.

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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