

Childminder report

Inspection date: 11 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

The childminder would like all children to be courteous and to look after one another. She encourages children to use good manners at all times and to be respectful to others. Children are kind and caring. Older children help younger ones to spoon flour into cups without spilling any, displaying a warm and friendly nature. Positive attachments to the childminder and each other help children to feel emotionally safe and secure. Children behave well. They have a positive attitude to learning and persevere at new skills. For instance, the childminder excitedly encourages children to build tall towers with cotton reels. Children persist for long periods of time to achieve this, and take great pride in themselves when they accomplish their goal. This helps children to develop resilience.

The childminder encourages children to select the resources they wish to play with. Children are confident to ask for help if they need it. The childminder has a wealth of resources to help children learn about communities and families that are different from their own. This helps children to be respectful, understanding and considerate of other cultures, faiths and traditions. The childminder makes learning playful and fun. Children giggle and squeal as they enjoy experimenting with different materials. Children add water and oil to flour and salt and investigate how it changes over time. They explore the texture of dough and enjoy squeezing and manipulating it to help strengthen their small-muscle skills in preparation for early writing.

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

- The childminder knows the children in her care well. She skilfully conducts accurate assessments of children's progress and uses these to plan what children need to learn next. The childminder identifies gaps in children's development in a timely manner and uses strategies alongside parents to close these gaps. Children are making good progress in all areas of learning.
- Children have a good understanding of language and demonstrate confident communication skills. Younger children follow simple instructions and use sounds and gestures to make their meaning clear to others. Older children use sentences and learn new vocabulary. For example, when playing with dough, they use words, such as 'squish' and 'flatten' to explain their actions. The childminder is enthusiastic in supporting children's language development. However, sometimes, she answers her own questions before giving children time to respond and develop their thinking skills further.
- The childminder skilfully engages children and encourages them to take part in activities that promote their development across all areas of learning. She promotes mathematical language and concepts as children fill cups with flour and build towers with cotton reels. Children make good progress in their physical

development. The childminder plans a variety of resources to support their good hand-to-eye coordination and muscular skills. These include completing jigsaws, cutting up their own fruit for snack and brushing their teeth.

- Children enjoy healthy nutritious meals and snacks prepared by the childminder. She uses opportunities to promote messages about healthy lifestyles. Young children learn routines well and know why they need to wash their hands to remove germs before eating. The childminder teaches children to clean their teeth, which supports their physical health.
- The childminder plans a good range of activities that reflect children's interests and individual needs. For example, she takes children on outings to various places within the community either by car, bus, train or on foot. They visit local parks, and take trips to the zoo and soft-play centres to increase their understanding of the world. They attend toddler groups to help develop their confidence and social skills.
- Partnerships with other professionals are effective. The childminder communicates well with early years settings and local schools. Where children attend two settings, the childminder ensures she shares valuable information about children's development to help establish continuity in their learning.
- Partnerships with parents are strong. The childminder gathers information from parents to help identify their children's starting points. The good exchange of daily information supports children's ongoing welfare and learning. The childminder provides progress updates and shares ideas about how parents could further extend their children's learning at home.
- The childminder is committed to ongoing professional development and regularly attends training. She is proactive in reading and researching to help keep her knowledge about early years issues up to date. This has assisted her in maintaining high standards of teaching and learning to enhance children's skills for future 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:

- allow children enough time to think and respond to questions during play and discussions.

Setting details

Unique reference number	EY361562
Local authority	Lancashire
Inspection number	10392277
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 August 2019

Information about this early years setting

The childminder registered in 2007 and lives in Warton, Lancashire. She operates all year round from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Emma Barrow

Inspection activities

- The childminder and the inspector had a discussion about how the early years provision and the curriculum are organised.
- The inspector observed activities and assessed the impact these have on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at relevant documentation, including evidence of the suitability of adults living in the household.
- The inspector held discussions with the childminder and the children at appropriate times throughout the inspection.
- The inspector spoke to a parent and took account of the views of parents through written feedback.

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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