

Childminder report

Inspection date: 5 August 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 enjoy their time with the childminder in the homely environment. They form close bonds with the friendly childminder who offers cuddles when children are tired or upset, for instance. Children feel a sense of belonging and confidently ask the childminder for help and to join their play. The childminder praises children for using good manners and for being kind to one another. For instance, older children help their younger friends, looking at a book with them. The childminder is a good role model, and children learn and display positive values and behaviours. Children understand the routines of the day and listen carefully to the childminder, following her instructions.

The childminder plans activities and outings to support children's progress across the curriculum. She plans a regular rota including music groups and sports classes which help her to support children's emerging interests. The childminder also uses these sessions to introduce children to new physical skills such as riding balance bicycles and hula-hooping. The childminder knows children well and understands what they need to learn next. Interactions between the childminder and children are sensitive and supportive. Children make good progress and develop a firm foundation for their future learning.

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

- The childminder helps children to become increasingly independent. For instance, children learn to manage their own self-care needs and sit at the table for mealtimes. They develop and practise the skills they will need as they move on to school.
- The childminder plans outings to groups to promote children's social skills, also helping to ensure they mix with a more diverse group. Children learn to make friends and find out more about different cultures and communities. They begin to understand more about life in modern Britain.
- The childminder helps children to cope with routine frustrations and begin to understand their feelings. For instance, she talks to children about how they might be feeling and uses fun stories and puppets to add context. Children begin to regulate and manage their emotions and are able to discuss their wants and needs competently.
- The childminder reads with children daily and chats to them continually as they play. Children are confident, chatting to visitors about their activities and families, for example. The childminder sensitively supports children to become more articulate and fluent in their speech. Interesting discussions help to support their developing vocabulary. Children's communication and language skills are well promoted.
- The childminder has effective procedures to monitor and assess children's

progress. She identifies any emerging gaps and considers carefully how to plan to help them catch up. Children with special educational needs and/or disabilities are well supported. All children make good progress in their learning and development.

- The childminder works well with other agencies involved in some children's care. However, she does not always foster communication with staff at other settings attended by children. This means that there are occasional inconsistencies between the views of professionals involved in children's learning. This does not fully support the consistency of learning and experiences for all children.
- The childminder shares and gathers ideas for good practice with a group of other childminders. She reflects on her provision and also seeks out the views of parents. The childminder sources training opportunities to enhance her knowledge and skills and to benefit children's learning effectively.
- The childminder has strong relationships with parents. They praise her kindness and her support. The childminder ensures that parents are included and involved in their children's learning. She promotes home learning and encourages parents to share what they do at home. This helps to support children's care and learning.
- Children learn to follow rules and understand why they are important. For instance, they know to hold the childminder's hand while crossing a road. However, the childminder does not include important early messages about how to use technology safely in her teaching. This does not fully support children as they begin to learn how to keep themselves safe.

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 collaborative working with staff at other settings attended by children to promote further consistency in all children's care and learning
- consider ways to help children learn early messages about online safety and using technology in a safe manner.

Setting details

Unique reference number	EY365694
Local authority	Lancashire
Inspection number	10398683
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	5 November 2019

Information about this early years setting

The childminder registered in 2008 and lives in Thornton-Cleveleys. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for family holidays. The childminder holds a relevant early years qualification at level 3. She offers government funded places for childcare and early education.

Information about this inspection

Inspector

Amy Johnson

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the provision with the inspector.
- 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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