

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 welcomes children into a warm and nurturing environment. She has established strong and caring relationships with children and their families. Children demonstrate they feel safe, secure and content. They snuggle in with the childminder, such as when listening attentively to their favourite storybooks. The childminder plans a curriculum based on children's stages of development and interests. She understands children very well. Children display positive attitudes towards their learning and eagerly participate in activities.

The childminder plans a variety of weekly outings to the library, the soft-play centre and the playgroup. She uses these opportunities to help children to make new friends and develop their social skills in different environments. This broadens children's understanding of the world they live in. The childminder is a positive role model and shares her expectations for children's behaviour with them. Children learn to share, take turns and use good manners. The childminder prioritises children's well-being. She encourages children to express their emotions, and she provides support when there are setbacks. The childminder is responsive to children's needs. This fosters a calm, happy and respectful atmosphere.

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

- The childminder delivers the curriculum through a range of activities and experiences that motivate children. This helps children to develop a 'can-do' attitude and builds their perseverance and resilience. The childminder monitors children's progress and uses this to build on what they know and can do. She uses assessments to identify gaps in children's development and implements strategies to support their learning. As a result, all children make good progress.
- The childminder uses different opportunities to develop and extend children's vocabulary. She sings songs during daily routines, such as handwashing, and emphasises key words and introduces new vocabulary during story times and activities. This supports children to be confident communicators.
- The childminder promotes children's physical development effectively. She provides opportunities for children to develop their large-muscle movements. Children climb, run and throw balls in high hoops, demonstrating their determination. They develop their spatial awareness when manoeuvring through spaces on tricycles and ride-on toys. Children enjoy threading, pouring and scooping. This supports children in readiness for writing.
- The childminder encourages children to be independent by supporting their self-care practices, such as toileting and handwashing. Children pour their own drinks and get themselves ready for outdoor play. However, the childminder does not consistently support children to make choices about activities and self-initiated play. This means that at times this interrupts children's learning and

children do not lead and direct their own play.

- The childminder skilfully incorporates mathematical concepts into children's play activities and routines. Children learn how to count, compare and recognise numbers up to 10. The childminder introduces mathematical vocabulary related to size, position, quantity and shape. This helps to establish good foundations in mathematics for children's future learning.
- Children's behaviour is good. The childminder sets realistic expectations for children. Children understand the boundaries and routines and follow these well. They receive praise for their effort and achievements, which supports their positive behaviour and contributes to the safe environment. The childminder supports children to develop respectful relationships with others. Children support each other.
- The childminder follows children's routines with sleep, mealtimes and toileting. Her nurturing approach means that children's personal needs are handled sensitively and respectfully. Care practices are good, and these contribute positively to children's emotional security.
- Parent partnerships are effective. The childminder involves parents and carers in their children's learning. She regularly communicates about children's progress, next steps in learning and ideas for activities to help parents to continue their children's learning at home. This helps to enrich children's learning experiences.
- The childminder values professional development. She strives to stay informed about current developments. The childminder reflects on her practice and uses training to enhance the learning environment and activities for children. For instance, following recent training in expressive arts, she has successfully supported children in developing pride in their progress and achievements. Children frequently celebrate their successes with the childminder.

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:

- support children to develop their independence skills further by encouraging them to make more choices about their play and the activities they take part in.

Setting details

Unique reference number	EY366150
Local authority	Blackburn with Darwen
Inspection number	10394417
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	5
Date of previous inspection	2 September 2019

Information about this early years setting

The childminder registered in 2008 and lives in Blackburn, Lancashire. She operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. 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 the children.
- The inspector and the 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 written feedback from parents.
- 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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