

Childminder report

Inspection date: 10 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 develops strong relationships with children. Children demonstrate that they feel happy and secure in her home. The childminder models friendly and cooperative play. Children learn that they can express differing opinions as long as they listen to everyone's views. This teaches children to respect and be patient of others. Children share, take turns, and form loving and caring relationships with each other. For example, older children enjoy helping younger children in their play and respond gently with praise and warm smiles.

The childminder observes children and understands how they prefer to learn. She accurately identifies what they are ready to learn next. The childminder plans activities that children are eager to join in with. This is demonstrated when children become deeply involved in riding bikes through water and making tracks on the path with tyres. Children are encouraged by the childminder to be independent learners.

The childminder supports children to have a go at developing the skills that are necessary to manage their personal care needs, such as putting on their shoes to go outdoors. She offers regular praise, which promotes children's self-esteem. The childminder ensures that children have regular opportunities to get to know their local area. She frequently takes children to the park, where they develop their physical skills. The childminder ensures that children get plenty of fresh air and exercise.

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

- The childminder helps children to prepare for starting school. She has a clear understanding of the skills she wants children to be confident in. For example, she encourages children to recognise their own name. This helps to develop children's sense of self-identity and promotes their early reading skills.
- The childminder knows the children well. She observes their play and talks to them about what they are doing. On occasions, however, the childminder does not use skilful questioning techniques to help promote children's curiosity and build on their critical thinking skills. For example, the childminder asks children simple questions that require a simple 'yes' or 'no' answer. This does not help her to build on what children already know and can do precisely and extend their thinking skills.
- Children demonstrate that they feel welcome in the childminder's home. The childminder establishes and teaches consistent rules and routines. This helps to promote children's confidence and participation. For example, children busily join in with tidying away toys before they begin another activity.
- Parents like the enjoyable and friendly environment that the childminder offers.

They say that the provision has a 'nurturing, family feel'. Parents particularly praise the childminder's admission and settling-in procedures. For example, she gathers detailed information from parents about their children. This helps her to promote children's welfare and learning from the start. The childminder sends photos to parents. Parents say that this helps to reassure them that children are safe and happy.

- The childminder evaluates her practice in order to enhance her provision. For example, she identified that her confidence and knowledge of teaching mathematics to children were not secure. The childminder completed training that helped her to improve her professional skills and knowledge. She now adds further resources that help to enrich children's mathematical language and learning.
- The childminder establishes policies and procedures that help to promote children's well-being. For example, she knows individual children's dietary preferences. She finds out about children's allergies to particular foods and caters safely for them. The childminder tailors her approach to meet children's individual needs.
- Children learn why exercise and a healthy diet are important. When children are ready to use the potty or toilet, the childminder works in partnership with parents and carers. This helps children to make good progress in matters of personal hygiene.

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:

- enhance questioning techniques further to help promote children's curiosity and extend their critical thinking skills further.

Setting details

Unique reference number	EY385975
Local authority	Blackpool
Inspection number	10392121
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	7
Date of previous inspection	5 August 2019

Information about this early years setting

The childminder registered in 2008 and lives in Blackpool. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate 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 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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