

# Childminder report

---

Inspection date: 12 August 2025

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |      |
|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children demonstrate that they are happy and settled in this warm and nurturing environment. The childminder is an excellent role model and nurtures children's needs very well. Children are able to choose resources, express their needs and are confident communicators. Interactions are very warm, and children enjoy being in her care. They giggle as she pretends to speak in different voices and thoroughly enjoy the high-quality interactions she provides.

The childminder has high expectations for all children in her care. She gives gentle reminders to say 'please and thank you' and encourages children to take turns and share with their peers. Children exhibit very good listening skills and are eager to help with small tasks such as tidying up. Children's behaviour is good.

The curriculum is flexible and is tailored to support children's stage of development. Communication and language is promoted well. The childminder promotes literacy and reads a range of stories to children. Children explore their feelings and emotions as they listen to stories and consider how their actions can affect others. They are engaged in play and are active learners. They enjoy using construction blocks, jigsaws, imaginative play and access books. The childminder is very good at knowing when to intervene in children's play and offers reassuring support. All children make good progress.

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

- The childminder plans a curriculum that is sequenced to support children to develop new skills. She observes children as they play and identifies the areas in which they may need support. Activities have a clear intent and support children's natural interests. For example, she extends the play of older children by encouraging them to write their name and address as they act out going to the doctor. Children revisit activities, which means that skills are established and secure to help future learning.
- The childminder plans learning opportunities across all areas of learning to support children to develop new skills. For example, children listen intently at story time, learn new words such as 'stethoscope' and develop their imaginations as they enjoy role play. However, opportunities for children to discuss and explore mathematics are not as consistent. This means that children do not build their skills across all areas of mathematics.
- Children gain an understanding of the world. The childminder seeks to offer opportunities to children that they may not have had previously. Children enjoy trips to the beach, use public transport and plant trees at the park as they learn about sustainability. These opportunities help children to build on their knowledge and think about the world in different ways.

- The childminder promotes healthy lifestyles. Children enjoy healthy meals and snacks. The childminder is alert to any dietary needs or allergies and plans these into menus. She talks with children about the importance of wearing a hat in sunny weather and encourages children to play in the shade if it is very hot. Children are beginning to understand about keeping healthy and keeping themselves safe.
- Parent partnerships are established. The childminder regularly shares information with parents on their child's development and invites them to be part of their children's assessment. Home learning is promoted through a lending library and encouraging parents to join the local library. Parents share that children are 'happy and excited to attend' and that the childminder 'feels a part of our family'. These partnerships help to provide a consistency of care for children.
- Partnerships with other professionals are meaningful. Teachers from local schools are invited into the setting as children prepare to leave for school. This helps prepare children to transition to school. The childminder also works alongside professionals from the health profession and local authority advisers. These partnerships support children to be prepared for change.
- The childminder works very closely with a co-childminder, and they work hard at offering a consistent high-quality level of care. They often attend training together so that they can discuss how learning can be implemented in the setting. The childminder undertakes constant evaluation to ensure the provision is meeting children's needs. This shared vision helps all children to make good 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:**

- strengthen the curriculum for mathematics so that children have consistent opportunities to discuss and explore mathematical concepts.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY395728                                                                          |
| <b>Local authority</b>                             | Blackpool                                                                         |
| <b>Inspection number</b>                           | 10399435                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 2 December 2019                                                                   |

## Information about this early years setting

The childminder registered in 2009 and lives in Blackpool. She operates all year round, from 8.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 5 and works with a co-childminder. The childminder provides funded early education for two-, three- and four-year old children.

## Information about this inspection

### Inspector

Elisia Lee

### Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation with the childminder.
- The inspector took into account the views of parents through written comments.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025