

Childminder report

Inspection date: 26 March 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 are happy, confident and settled in the childminder's home. They explore the playrooms and the interesting outdoor space with excitement. Children enjoy making 'pea soup' in the garden, where they practise pouring, mixing and counting. They use their imagination to play 'restaurants' with the childminder. She supports their thinking and communication skills well. The childminder models clear language and encourages children to use a wide range of vocabulary to extend their understanding of words. As a result, children speak with purpose and hold vibrant conversations with each other. For example, at snack time, children chat about how food is grown, where seeds are on strawberries and their favourite fruits. Children remember that milk helps their bones and teeth to grow strong and that food gives them energy. They are learning how to make healthy lifestyle choices.

The childminder helps children build on the knowledge they already have to help them make progress. In the main, she checks their learning throughout their play to move them on in their development. For example, when older children count the dinosaurs as they transport them, she encourages them to carry out simple addition to enhance their skills. When children are offered this challenge, they engage well. Children are happy to follow instructions and are polite. The childminder helps them understand what behaviours are expected from them. She uses reward charts to help children develop a positive attitude towards their learning and towards managing their emotions. As a result, the environment remains a calm and happy place for children to thrive in.

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

- In the main, the childminder plans activities and experiences that support children's interests and learning needs. However, at times, she does not adapt her teaching skills swiftly to ensure that all, particularly the youngest, children are fully engaged in meaningful play. This leads to some children, occasionally, not accessing the ambitious curriculum the childminder has on offer as much as possible.
- Parents are well informed about their children's developmental milestones. They comment on how their children are making good progress and how the childminder's communication is effective. They know how to continue children's play at home to further their learning. Parents feel their children are happy and safe in the childminder's setting.
- The childminder regularly reflects on the quality of her provision and completes an action plan to help her continue to develop her skills. She evaluates the impact on children and decides on areas of development based on their emerging needs. Additionally, the childminder works closely with other

practitioners. This helps her gain new ideas and knowledge to continue the improvement of her already good practice.

- Children are taken on a range of outings into the local community, such as shopping, visiting the library and attending playgroups. This not only broadens their learning experiences, but allows them to integrate with diverse groups of people. Children learn about the differences people have and are supported to value one another. This helps them prepare for life in modern Britain and develops their ability to respect others.
- The childminder has a good understanding of what is expected of children as they move on to school. She helps prepare children for this smooth transition and works closely with local schools. The childminder develops children's independence and concentration skills daily, which are required for the classroom. They learn how to complete tasks such as dressing, making their own snack and listening in groups at story time.
- Children often use mathematics during their play. The childminder helps them count, sort shapes and solve problems. Children enjoy sorting coloured pom-poms into containers using tweezers. They count each one and add numbers together. Additionally, they consider the colours of the pom-poms and carefully match them to the cases they place them in. Children persevere and enjoy using their thinking skills.
- Children are encouraged to read books and sing songs to help their language and literacy skills. The childminder reads stories that link to prior learning, helping children embed knowledge further. For example, after a day of mixing paints, they read books about colours. Additionally, children have music time, with coloured lights on, to help develop their senses further.

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:

- adapt plans and teaching strategies to help all, particularly younger children, engage with meaningful play that keeps them focused and extends their learning even further.

Setting details

Unique reference number	EY409053
Local authority	Lancashire
Inspection number	10380260
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	3 June 2019

Information about this early years setting

The childminder registered in 2010 and lives in Burnley, Lancashire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- The inspector observed the interactions between the childminder and children during activities.
- The childminder and the inspector completed a learning walk to discuss how the curriculum is organised.
- Parents shared their views with the inspector.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The childminder and the inspector carried out a joint observation to evaluate the quality of teaching and practice.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living at the premises.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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