

Childminder report

Inspection date: 21 May 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 provides a warm, comfortable and stable environment for children to explore. She strongly promotes their independence and confidence to try new things. Children are happy and love to interact with the resources she has on offer. In the outdoor area, children pretend to go shopping in the ride-on cars. They fill their baskets with food and pretend to make lunch for the childminder. She recaps past experiences of going to the local shops with children to check what they have remembered. Children play well with their peers, and the childminder reinforces boundaries and expectations for their behaviour. As a result, children consistently use manners, and disputes are quickly resolved. Children love to receive praise from the childminder, and they are proud when they achieve something new.

On the whole, the childminder uses her knowledge of children's learning goals to provide an ambitious and tailored curriculum. Children make good progress from their starting points, and the childminder knows how to identify gaps in children's progress. The childminder helps children gain the vital skills they need in preparation for the future. Children know how to hang their own coats up, use the bathroom and feed themselves. They are extremely independent and know how to ask for help if they encounter challenge. The childminder helps children understand the world around them. Children draw raindrops and the sun and state, 'You need sunshine and rain to make a rainbow.' The childminder teaches children scientific concepts that broaden their understanding.

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

- Overall, the childminder knows what children need to learn next and wants children to achieve their goals. However, she sometimes concentrates too highly on their educational achievements rather than focusing on how children like to learn best. This occasionally leads to children not being engaged in play that supports their individual styles of learning. Therefore, sometimes, children lose interest or understanding of the activity.
- Partnerships with parents are effective, and they speak highly of the childminder. Parents receive a wide range of information and tools to help them continue their children's learning at home. For example, the childminder encourages them to take learning packs home to support different aspects of learning, such as writing. Additionally, children take reading books home, and parents provide feedback on their child's skills. This two-way involvement in learning helps families prepare for the expectations when children start school, as well as to continue progress for children.
- The childminder knows how to get children thinking during play and solve problems. She asks children to estimate the number of pom-poms they need to fill a jar. Furthermore, children compare sizes and use number boards to count

and practise addition. Children's mathematical knowledge is consistently supported.

- Children show high levels of security and self-esteem. The childminder focuses her attention on supporting children's social and emotional development. Children learn about different emotions and how they feel as they read books. Additionally, she asks children to think about how their actions may impact others. Children have a good understanding of how to interact with other people and respect their peers' wishes.
- The childminder helps children learn about being healthy and managing their personal needs. Children wash their hands before eating and enjoy a range of healthy, home-cooked meals and snacks. They have daily opportunities to practise their physical skills in the outdoor area and when on trips into the community. This helps children remain active and enjoy the fresh air.
- The childminder uses self-reflection tools to effectively maintain and develop her practice further. She works with other professionals and completes training that broadens her knowledge about children and their needs. This helps her understand what children need in order for them to continue to thrive with the correct interventions.
- Children are exposed to lots of vocabulary through songs, familiar books and animated commentary from the childminder. They are learning to become confident communicators and are often reminded to use 'big voices' to express their needs. The childminder teaches children new words at every opportunity. For example, when children identify objects as 'circles', she lets them know they are called 'spheres'.

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:

- continue to enhance skills and knowledge, to more closely support all children's emerging needs and individual styles of learning.

Setting details

Unique reference number	EY411009
Local authority	Lancashire
Inspection number	10392100
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 9
Total number of places	18
Number of children on roll	9
Date of previous inspection	2 August 2019

Information about this early years setting

The childminder registered in 2010 and lives in Baxenden, Accrington. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for children aged from nine months to four years. She works with two assistants at times. The childminder has an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- Parents shared their views of the setting 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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