

Childminder report

Inspection date: 26 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 knows children and their individual needs well. She gathers information from parents about what children know and can do when they first start. The childminder uses this information to identify what children need to learn next. She supports children's learning well and helps to close any identified gaps in their development. The childminder forms secure attachments with the children. Children demonstrate that they are happy and safe. Younger children go to the childminder for cuddles. Older children share their achievements with the childminder. For example, they are keen to share stories about feeding chickens and milking cows on a recent farm visit with parents. The childminder gives children plenty of praise and encouragement, which supports their self-esteem and confidence. She uses a consistent approach to encourage children's good behaviour. Children behave well and learn to share and take turns.

The childminder plans visits away from her home to further children's interests. For example, she takes them to the park to use large climbing apparatus. Children develop coordination and strength in their hands to support their early writing skills. For example, young children manipulate dough and learn to hold crayons correctly, beginning to give meaning to marks. They are developing the skills they need for the next stage in their learning and eventual move on to school.

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

- Overall, the childminder focuses on supporting children's language development. She uses clear speech to talk about children's play. However, at times, the childminder does not acknowledge that children's speech is impacted by the use of dummies. This does not consistently encourage children's developing speech and language skills.
- The childminder provides opportunities for children to listen and concentrate. For example, when she reads them a story, she uses different tones in her voice to capture their attention. This helps children to develop a love of books and stories.
- In general, the childminder supports children's physical skills. However, at times, the indoor play learning environment is cluttered with resources. Children cannot easily, or freely, play in the space provided. Babies learning to walk are restricted when they want to travel independently.
- The childminder invites parents and children to attend settling-in sessions when they first start. This helps children to become familiar with the childminder and her environment and contributes to children's emotional well-being.
- The childminder encourages children to be independent. Children wash their hands prior to eating and put their rubbish in the bin. Younger children begin to use a spoon to feed themselves.

- The childminder actively promotes positive behaviour. For example, she praises children's achievements and reminds them to use good manners. Children are polite and behave well.
- The childminder encourages children to develop their mathematical skills. For example, when she offers them shapes for the sorter, the childminder says, 'Would you like a big one or a small one?' This helps children to develop their understanding of language to describe size.
- The childminder extends her professional development. She attends online training courses and gathers information from other professionals, such as the local authority inclusion teachers. This has helped her to extend her knowledge of how to ask children questions to encourage their curiosity and promote their thinking skills.
- Children experience sociable snack times and mealtimes. They sit and talk with their friends and the childminder. These experiences contribute to children's social development and well-being.

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:

- increase knowledge and awareness of how to strengthen babies' and toddlers' early speech development further
- review the organisation of the indoor learning environment so that children have ample space to play, learn and explore.

Setting details

Unique reference number	EY411575
Local authority	Lancashire
Inspection number	10394610
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	6
Date of previous inspection	16 September 2019

Information about this early years setting

The childminder registered in 2010 and lives in Lancaster. She operates term-time only from 7.30am to 5.30pm, Monday to Friday. The childminder has early years professional status. She provides government funded childcare.

Information about this inspection

Inspector

Emma Barrow

Inspection activities

- The inspector carried out a learning walk with the childminder, where they discussed what she wanted children to learn and how she was using her environment to support this.
- The inspector observed the interactions between the childminder and children and considered the impact on children's learning.
- The inspector observed activities indoors and discussed with the childminder the provision for outdoor play.
- The inspector spoke to children to find out about their time at the childminder's home.
- Parents shared their written views of the childminder's provision with the inspector.
- The inspector looked at evidence of the childminder's suitability and checked that statutory documentation was in place.

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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