

Childminder report

Inspection date: 1 July 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children benefit from a very warm and welcoming environment where they are supported to feel safe and secure. Their personal, social and emotional needs are given high regard. The childminder ensures that her interactions are gentle, supportive and calming. She knows the children very well and puts their interests first. Children receive an abundance of praise and encouragement. This helps to ensure children have high levels of self-esteem and develop a can-do attitude. Trusting bonds between the children and childminder are clearly evident. Children show a strong sense of belonging. They are content, happy and ready to learn in the childminder's nurturing care.

Children are able to independently access a good range of toys and equipment. They explore the childminder's home with confidence and curiosity. Children are beginning to learn how to share resources and how to take turns. They behave well for their age. This is because the childminder is a good role model and offers clear and consistent reminders, such as, to say 'thank you' and to not throw toys. She carefully explains to children why some behaviours are unwanted and the consequences of their actions. This helps children to develop an understanding of right and wrong. Children listen to the childminder's instructions and show an awareness of routine and what is expected of them.

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

- The childminder has taken action to improve her practise following the last inspection and is committed to ensuring requirements are met. She has undertaken a number of training courses to help improve her knowledge and understanding of children's learning. As a result, children now benefit from a curriculum that is age-appropriate and builds sequentially on what they already know and can do. This supports children to make good progress.
- The childminder skilfully promotes child-led play and supports children's curiosity, imagination, thoughts and ideas. She understands the importance of allowing children time to explore and investigate independently. However, the childminder has not fully considered the benefit of implementing more adult-led learning opportunities. During carefully planned and focused activities, children's learning excels. They benefit from the childminder's skilful teaching and are extremely engaged, focused and motivated to learn.
- The childminder supports children's emerging communication and language skills well. For example, as children manipulate dough, she introduces complex language to further challenge children's understanding. Children hear words such as 'chevron', 'snipping' and 'stacking' as they concentrate intently. The childminder's skilful questioning and language-rich narration, ensures children hear a varied range of vocabulary. As a result, children are becoming skilful and

confident communicators.

- The childminder supports the development of children's physical skills well. She encourages children to develop the muscles in their hands in readiness for writing as they squeeze and squash dough. Children demonstrate impressive balance and coordination as they climb on blocks in the garden. They operate wheeled toys with confidence and are encouraged by the childminder's guidance and reassurance.
- Children learn about the natural world around them through the many outings and experiences that the childminder provides. The childminder takes children to local parks, woods and for dog walks by the river. She uses these opportunities to teach children how to keep themselves safe. For example, children learn about road and river safety. Furthermore, children learn about similarities and differences of people through discussions with the childminder when visiting shop keepers and places of interest.
- The childminder promotes children's good physical health. For example, she ensures that children receive home cooked, healthy and nutritious meals and snacks. The childminder teaches children about good oral hygiene and makes certain that they engage in daily, outdoor, physical play. Children are able to freely access water at the water station that the childminder has created. This supports children to develop an understanding of the importance of being healthy and how to look after their bodies.
- The childminder is aware of the importance of successful partnerships with other professionals. She has systems in place for the sharing of relevant information to promote continuity of care and to ensure that children's needs are consistently met. This supports children to make good progress in their learning and development in readiness for nursery and school.

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:

- consider more carefully the balance of child-led play and opportunities for learning that are adult-guided.

Setting details

Unique reference number	EY412894
Local authority	Lancashire
Inspection number	10383859
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 January 2025

Information about this early years setting

The childminder registered in July 2010. She lives in Tarleton, Lancashire. The childminder operates all year round, from 7.30am to 5.00pm from Tuesday to Friday, except for bank holidays and family holidays. The provider offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Karen Cox

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.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.

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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