

Childminder report

Inspection date: 10 July 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

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

What is it like to attend this early years setting?

The provision is good

The experienced childminder provides a warm, inclusive and homely environment where children are nurtured and thrive. Children enter the childminder's home confidently and enthusiastically. They eagerly greet their peers before engaging with the wide range of stimulating resources and fun-filled activities on offer. The childminder builds strong, trusting relationships with both children and their families. Children show that they feel relaxed and safe as they immediately engage in the activities provided. They behave well and are kind and respectful to others.

The childminder plans a variety of activities that support children's good progress. She creates a well-balanced, individualised curriculum. The childminder places a strong emphasis on developing children's communication and language skills. For example, she incorporates songs into handwashing routines to encourage confident communication. She regularly monitors and assesses children's progress. This enables her to swiftly identify and address any emerging gaps in learning. As a result, all children make good progress from their starting points.

The childminder provides a rich variety of experiences that help children connect with their local community and gain an understanding of the world. For instance, children learn the value of money during visits to the local shop, where they purchase fresh fruit for their snacks.

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

- Children develop high levels of independence in their play. The childminder gathers information about what children already know and can do from parents. She provides rich experiences that build on their current levels of development. The childminder skilfully plans activities that support children's stages of development. For example, young children learn new words such as smooth and crunchy as they explore textures. As a result, children are well prepared for their next stage of learning.
- Children behave well. The childminder encourages children to develop positive relations with others. She encourages them to share and take turns during play. The childminder swiftly responds to minor conflicts. She encourages children to communicate with each other. As a result, children learn to play cooperatively with each other.
- Children learn about the life cycle of a butterfly. They recall their prior knowledge as they discuss each stage of the life cycle. However, at times, the childminder does not allow enough time for children to think and respond with their own thoughts and ideas. For example, when children struggle to use scissors, the childminder suggests tearing the paper instead. This limits opportunities for children to problem solve independently and fully explore their

own ideas.

- The childminder's curriculum for mathematics is good. She skilfully weaves number language into everyday activities and children's play. For example, the childminder encourages children to count the number of plates needed at snack time. She provides them with consistent praise. Children model their understanding of number in their play. This helps children to develop a strong foundation in early mathematics.
- The childminder supports children to know how to keep themselves healthy and safe. Children consistently wash their hands to prevent the spread of germs. They enjoy helping to prepare healthy snacks. For example, children learn how to use knives safely as they chop up fruit. Children are reminded to have regular drinks so they remain hydrated.
- The childminder supports children's social development through regular outings to the local parks and play centres. They meet with other childminders and their minded children and mix with people of different backgrounds. This helps children begin to learn how they are each unique. Walks in the local area help children to develop a sense of their community.
- The childminder is keen to continue to develop her professional knowledge. She shares relevant knowledge from training with parents to further help them to understand the skills that their children need to achieve and how they can help at home. The childminder completes mandatory training, such as first aid and safeguarding. This enables the childminder to keep her knowledge of current requirements up to date and to ensure children are well supported and kept safe.

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:

- build on opportunities to support children to think for themselves and problem solve.

Setting details

Unique reference number	EY418228
Local authority	Lancashire
Inspection number	10394637
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	4
Date of previous inspection	17 September 2019

Information about this early years setting

The childminder registered in 2010 and lives in Skelmersdale, Lancashire. She operates Tuesday to Friday, from 9am to 5pm, all year round, apart from bank holidays and family holidays. The childminder has a qualification in childcare at level 3. She receives funding for the education of two-, three- and four-year-old children.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- Parents shared their written views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke with the inspector during the inspection.
- The childminder and the inspector discussed how the childminder organises her provision, including the aims and rationale for the early years foundation stage curriculum.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2025