

Childminder report

Inspection date:

17 July 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy with this warm and welcoming childminder. The ambitious curriculum is carefully thought out and provides children with excellent experiences. The nurturing childminder has a sharp focus on improving all children's communication and language. She fosters a love of books in a captivating environment. The childminder reads aloud to children with fascination and joy. Children access additional resources independently, which the childminder uses to enhance their reading of stories. For example, older children get puppets and use their hands to make the puppets 'talk'. Children are full of confidence. They explore their learning environment with enthusiasm. Children quickly develop highly positive attitudes to learning.

The childminder cultivates a calm and consistent environment. Children have a mutual relationship of trust and respect. They interact beautifully with their peers. The childminder establishes clear expectations, so children understand the boundaries for their behaviour. These golden rules include helping to tidy up, collaborating with friends and respecting personal space. As a result, children are well-rounded and polite individuals who value their relationships with adults and peers.

The childminder supports children to develop a wealth of knowledge and skills. She encourages children to experiment with nature as they learn about floating and sinking. They make predictions and test theories out. The childminder encourages resilience and deeper thinking so that when a prediction is incorrect, children keep trying. As a result, children demonstrate high levels of engagement and work well together.

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

- Children strive to become increasingly independent as the childminder gives them regular and meaningful praise for their efforts. Children demonstrate established hygiene practices such as washing their hands before mealtimes and after using the toilet. Children learn about healthy lifestyles such as choosing healthy food and drinks. They also enjoy tasting the vegetables they have grown in the garden.
- The childminder provides superb opportunities for children to experiment and become curious. For example, children naturally explore the outdoor area, checking which of their tomatoes are ripe enough to harvest. They are fascinated to test ideas at the water table, using resources they have collected themselves. The childminder provides examples and encourages children to observe the effects of floating and sinking before making their own predictions. Children think about the shape and weight of objects and predict what will

happen. The childminder supports children's critical-thinking skills by asking open-ended questions to encourage deeper thinking and learning.

- The childminder is extremely passionate about her role. She looks to develop her own practice continuously through further bespoke training, parent partnership and working with other professionals. The childminder ensures that all children's voices are heard. For example, if children speak English as an additional language, she uses words and pictures from their home languages as part of everyday activities.
- The childminder is very knowledgeable and experienced. She has a very clear understanding of what she wants children to learn. The childminder creates an ambitious and meaningful curriculum that is built on children's interests. The childminder understands the importance of careful sequencing. She completes regular observations and assessments to consider children's next steps in learning. The childminder supports children to be engaged and motivated learners. All children make rapid and sustained progress in their learning.
- The childminder fosters a love of reading. She introduces children to carefully chosen books and stories that reflect each child's stage of development. For example, younger children explore 'feely' books, and older children enhance story time with linked resources. This helps to introduce children to new language. Children stare intently as the childminder reads with enthusiasm and pace that she expertly adapts to the age of the children. The childminder pauses to allow children to complete sentences and phrases, which they do with impressive confidence. Opportunities such as these develop children's communication and language skills.
- Children are polite and well mannered. They routinely say 'please' and 'thank you'. Children show incredible respect for one another. They wait patiently for a turn with puppets and dolls and congratulate their peers' successes. For example, when adding a wig to a doll's head, children tell each other, 'That is a great idea.' Older children invite their younger peers into their play. As a result, all children feel included and develop positive self-esteem. They offer to help the childminder set up activities of their choice.
- Parents and carers feel incredibly well supported in contributing to their child's learning and development. They praise the childminder and refer to her as having a 'dedication'. The childminder regularly shares detailed information about each child's progress with their parents. She keeps them up to date at every step of their child's learning journey. Parents develop close and trusting bonds with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY422980
Local authority	Lancashire
Inspection number	10394451
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	2 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	5 September 2019

Information about this early years setting

The childminder registered in 2011 and lives in Coppull, Chorley. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an early years qualification at level 3. She works with an assistant. The childminder offers government-funded childcare places for children aged between nine months and five years.

Information about this inspection

Inspector
Shaun Wilson

Inspection activities

- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views of the setting during the inspection.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector viewed evidence of the suitability of persons living in the household.
- The inspector observed the interactions between the childminder and children.

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