

Childminder report

Inspection date: 12 August 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 has developed a very warm and friendly setting where children settle quickly. The environment is very inviting and supports children to play and engage in learning. The childminder is very alert to children's individual needs. For example, she is able to identify if children need the bathroom or when they need a reassuring cuddle. Children have built strong attachments with her and demonstrate that they feel safe and secure in her care.

The childminder sequences children's learning well and supports them to develop new skills. For example, children are supported to cut up fruit as they eat lunch. The childminder offers lots of praise and encouragement, which enables children to keep trying. Children show high levels of independence and resilience. The curriculum has a clear intent and helps children to make good progress in their learning and development.

The childminder promotes children's independence very well. They wash their hands before eating, use the bathroom independently and access their own water bottles when they want a drink. The childminder is a positive role model. She encourages children to share, think about the feelings of others and help to tidy away resources. Children are aware of routines and expectations, and their behaviour is very good.

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

- The childminder supports children in all areas of learning. She understands children's current interests and how they prefer to learn. Children enjoy a game where they act out being at the doctors. She encourages children to ask each other how they are feeling, empathise with the patient and wrap bandages with care. Children are engaged in learning as they develop their imaginative skills. All children make good progress in their learning and development.
- Overall, communication and language is supported well. The childminder sings with children and encourages them to take part in music and movement sessions. She asks questions to older children as they play and provides a running commentary for younger children so they understand what is happening next. However, at times, the childminder abbreviates words, such as 'doggy' and 'din dins'. This does not support children to hear the correct vocabulary so they can develop their language skills.
- The childminder considers the emotional needs of children. For example, younger children view photos of themselves on a moving photo frame and become excited as they identify their friends. Older children look at pictures of different local schools as they prepare to leave for school. These opportunities help children to settle and feel assured about moving to school in the future.

- Children enjoy regular outings in the local community. The childminder tries to give children opportunities they may not have had before. For example, children attend forest school sessions where they enjoy climbing and digging. They visit local places in the community and build their circle of friends through attending different playgroups. Children are developing a knowledge of the diverse world they live in.
- Parent partnerships are good. The childminder involves parents in assessment and suggests ideas for home learning. Children have recently planted sunflower seeds and have been caring for them at home. Parents share regular updates and enjoy being part of their child's learning at home. Parents share that the childminder 'goes above and beyond' and that children are filled with 'happiness, laughter and excitement'. These partnerships help children to be confident and independent.
- Partnerships with other professionals are established. The childminder receives support from the local authority as required and meets regularly with other childminding professionals. Partnerships are meaningful. For example, the childminder shares information about children if they attend another setting. This helps children to settle and receive a consistent approach from all their carers.
- The childminder attends a range of training opportunities, alongside her co-childminder. This allows the childminder to reflect on the strategies she uses, in discussion with her colleague. The childminders observe one another as they support children and share feedback on things that could be developed to add even more impact to children's learning. This reflective approach means that the provision is always changing to meet the needs of children.

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:

- model words correctly without abbreviation so that children build a knowledge of vocabulary to support their communication and language.

Setting details

Unique reference number	EY429304
Local authority	Blackpool
Inspection number	10399444
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	5
Date of previous inspection	2 December 2019

Information about this early years setting

The childminder registered in 2011 and lives in Blackpool. She operates all year round, from 8.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She works with a co-childminder. The childminder provides funded early education for two-, three- and four-year old children.

Information about this inspection

Inspector

Elisia Lee

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.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation with the childminder.
- The inspector took into account the views of parents through written comments.
- 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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