

Childminder report

Inspection date: 17 April 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 premises are warm, welcoming and secure. The childminder provides a homely environment. Children quickly settle on arrival, and they are happy in her care. Children feel safe and secure and enjoy cuddles with the childminder during the day. She encourages children to play together considerately, and they respond by showing awareness of each other's feelings. For example, young children offer cuddles to their friends, while older children happily share resources and take turns.

Children enjoy their time in the care of the childminder and readily participate in the activities provided. They independently access a good range of resources and invite their friends to join in. For example, children play together with the small animals and people. They share their ideas about the different imaginary 'lands' they want to create, such as 'sea-creature land' and 'monster land.' The childminder has high expectations for children's learning and development. She knows the children well and follows their interests in play in order to extend their learning. The childminder knows what they need to learn next and how to seek help if she is concerned about their development. Children make good progress from their starting points.

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

- The childminder is a positive role model to the children. She promotes good manners and positive behaviour. Children listen to what they are asked to do and respond promptly. Furthermore, when children have finished with resources, they put them away and keep their space tidy. Children are respectful of others and their environment.
- Children frequently access books and they show a genuine love of stories. The childminder provides age-appropriate texts that capture children's interest. Children share books with their friends. This supports children's early literacy development.
- Children's language development is generally well supported. For instance, when children play with small-world figures, the childminder introduces them to new creature names, such as 'pterodactyl' and 'hammerhead shark'. However, at times, the childminder does not model words correctly when naming things. For example, when naming animals, she says 'doggies' instead of 'dogs' and 'fishies' instead of 'fish'. This does not help children to learn the correct pronunciation of words.
- The childminder actively supports children's mathematical development by reinforcing concepts around size, shape and counting. They can name two-dimensional shapes and count how many sides they have. The childminder helps children to identify how many sides a hexagon and an octagon have. This helps

children to develop good mathematical skills.

- The childminder supports children to develop an understanding of the world around them. They visit places of interest, such as playgroups, football clubs and the beach. This provides children with opportunities to meet a range of different people. This helps children to develop their confidence and social skills in a range of social situations.
- There are consistent hygiene routines in the childminder's setting. Children learn about good hygiene as they wash their hands before eating and after using the toilet. However, younger children in nappies do not begin to learn about good hygiene practices during this process. Furthermore, the childminder does not always wash her hands after helping children to wipe their noses. This does not fully support children to develop good hygiene habits.
- Children begin to develop an understanding about the similarities and differences between themselves and others. The childminder talks to children about their different family make ups. Furthermore, she talks to children about their own different features, such as eye colours. Children gain a good awareness of people's differences and celebrate their own uniqueness.
- Parents speak highly of the childminder. They value the regular sharing of information about their children's activities and achievements to support learning at home. The childminder is happy to provide a 'listening ear' to parents and offer advice where she can. This helps to establish positive parent partnerships and enhance children's overall learning.

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 the correct pronunciation of words to fully support children's developing vocabulary
- embed hygiene routines consistently, such as handwashing, in order to promote good hygiene practice to children.

Setting details

Unique reference number	EY433342
Local authority	Lancashire
Inspection number	10375886
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	7
Date of previous inspection	8 May 2019

Information about this early years setting

The childminder registered in 2011 and lives in Preston. She operates Monday to Thursday between 8am and 5pm, all year round, except for bank holidays and family holidays. The childminder offers the government funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Oakley

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of a mathematics activity.
- Parents shared their views of the setting with the inspector.
- 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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