

Childminder report

Inspection date: 23 January 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

Children learn from their experiences, as the childminder provides meaningful play opportunities and interactions. They benefit from the calm and gentle approach of the childminder, which impacts on their behaviour in a positive way. Very young children learn to be kind to each other and to share their toys with other children. They are assured that the childminder's home is a 'safe place' in which they can explore their surroundings. The childminder calmly reassures and soothes children when there is a visitor to her home.

The childminder creates a broad, well-sequenced curriculum that promotes children's development. The childminder has a good understanding of what she would like children to learn. She understands their uniqueness and individual starting points. She uses her observations and information from parents about children's starting points to plan the next steps in children's learning. She adapts the curriculum accordingly. For example, when children need extra support, the childminder ensures that children, including those with special educational needs and/or disabilities, receive support from other professionals. This ensures all children make the best possible progress from their starting points and are prepared for their next stage in learning.

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

- The childminder encourages children to develop their communication and language skills throughout the day. Children are supported to practise new words and phrases through familiar stories and rhymes. For example, the childminder encourages babies to practise huffing and puffing to strengthen their mouth muscles to support speech development. Furthermore, she introduces new vocabulary, such as 'charcoal' and 'fluorescent', to describe different colours. Children are becoming confident communicators.
- The childminder provides a range of opportunities for children to develop their physical skills. Inside, the childminder offers children opportunities to develop their small muscles. They use a range of tools, such as spoons and paint brushes, to make marks as they explore in sensory trays. Children attend forest school sessions twice weekly. They develop their large muscles. Children climb and learn to balance as they navigate different terrains in the woods. Children's physical development is well supported.
- The childminder provides rich experiences, so that children can learn from their local community and the world around them. For example, they visit the local fire station to learn about how people help us and join in local events, such as picnics in the park with people from the local community. In addition, children enjoy spending time with children from other settings at the local playgroup and park. This introduces children to their local community. They are supported to

enhance their understanding of diversity and develop a range of social skills as they build wider friendships.

- The childminder helps children to revisit previous learning and encourages them to remember what they have previously learned. For example, children confidently demonstrate 'stop, look and listen' as they play with small toy animals and cars. The childminder encourages children to think about shapes as they explain the difference between a 'zebra crossing' and 'pelican crossing' as they play. This helps to build on children's prior learning and supports them to develop an understanding of how to keep themselves safe.
- The childminder works extremely well with parents. She keeps parents informed about their child's day and their ongoing progress. The childminder gives advice to parents on meeting children's care needs at home. This shared way of working has a positive impact on, for instance, children's toileting needs and routines. This helps to provide a consistent approach to children's learning and development.
- Generally, the childminder teaches children the importance of leading a healthy life style. For instance, she provides healthy and nutritious meals. The childminder uses these times to engage children in spontaneous conversations about the importance of healthy food choices and oral health. Children also enjoy physical exercise and plenty of fresh air. However, the childminder does not always support children to understand the importance of good hygiene routines, such as washing hands after wiping noses and after nappy changes. This does not fully promote their understanding of practises that contribute towards good health.

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:

- consistently embed hygiene routines, such as handwashing, in order to promote good hygiene practice to children.

Setting details

Unique reference number	EY437929
Local authority	Lancashire
Inspection number	10367953
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	6
Date of previous inspection	4 March 2019

Information about this early years setting

The childminder registered in 2011 and lives in the Newton area of Preston, Lancashire. She operates all year round from 7.45am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder offers government funded places for children.

Information about this inspection

Inspector

Kelly Little

Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation.
- The inspector viewed several parent testimonials during the inspection and took account of their views.
- 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.

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