

Childminder report

Inspection date: 27 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 provides an inclusive environment where all children and their families are welcome. She develops very good relationships with the children and their families. Children are happy, safe and secure in the warm and homely environment. The childminder encourages children to be independent. Children have great fun as they learn and join in with activities. Children show high levels of self-esteem and make independent choices in their play. They successfully develop the skills they need for the next stage in their learning. For example, they enjoy the responsibility of carrying out small tasks, such as helping to lay the table and choosing the cups and plates ready for mealtimes.

The childminder supports children's communication skills well. She listens with interest and values what they have to say. Children engage effectively in conversations with the childminder. They talk confidently about their previous experiences, such as going to the butterfly farm. Children describe the colours of the butterflies that landed on their hands. Children are supported to develop confidence and good speaking skills. The childminder gives children meaningful praise for their good behaviour and individual efforts. Children play well together and understand the need to share and take turns. This helps to support children to develop a positive sense of themselves and understand others.

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

- The childminder has effective systems in place to support children with special educational needs and/or disabilities. She understands the procedures for accessing further support, advice and guidance from other agencies. The childminder knows the children very well and is aware of their individual needs, interests and abilities. She monitors their progress over time. This enables her to check that children are making good progress and identify any gaps in their learning.
- The childminder focuses well on supporting children's development across all areas of the curriculum. She joins in with their play, reinforces what they know and extends their skills further. This helps them to remember more and gain further knowledge. However, on occasion, her enthusiasm to teach children results in her becoming overly attentive. For example, during some activities, she interrupts children's play to ask them questions. This prevents children from developing their individual spontaneity and exploration skills.
- The childminder knows what she wants children to learn from activities she plans. For example, she prepares a threading activity to help children to develop their physical skills. The childminder expertly focuses her teaching on helping children to develop these skills. She gives gentle assurance and support to those children that find it challenging. Children develop the resilience to persevere

ensuring that the learning intention is fully explored and achieved.

- Children have a positive attitude to their learning. They take part in activities with enthusiasm and excitement. Children develop a love of books. They listen carefully and attentively as the childminder reads stories to them. Children accurately predict what might happen next. The childminder uses stories to help children to gain an understanding and appreciation for nature. For example, she reads age-appropriate books to children to help them to develop an understanding of how a caterpillar changes into a butterfly. The childminder also uses this opportunity to teach children about the importance of eating healthy foods so they grow 'big and strong' like the caterpillar in the story.
- Children develop a good understanding of healthy lifestyles. The childminder encourages them to follow good hygiene routines, including washing their hands before mealtimes. Children are keen to play outdoors. The childminder ensures that they have lots of opportunities to be physically active, such as through regular visits to local parks, forests and woodlands. This helps to support children's overall health, mental and physical well being.
- Partnerships with parents are good. The childminder has developed good relationships with parents. She gathers information from them prior to children starting. This is used to help children to settle and ensure that the learning opportunities meet their current needs and interests. Parents report that the childminder is kind, caring and nurturing. They describe the environment she provides as 'home from home'. This ensures that there is consistency in care and support for children both at home and at the childminders setting.

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:

- give children more opportunities to play independently, to support their imagination, exploration and spontaneity.

Setting details

Unique reference number	EY480642
Local authority	Lancashire
Inspection number	10399651
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	10 December 2019

Information about this early years setting

The childminder registered in 2014 and lives in Leyland. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Emma Barrow

Inspection activities

- The childminder and the inspector completed a joint evaluation of an activity and a learning walk, in order to understand the effectiveness of the curriculum and how it is organised.
- The inspector observed the quality of teaching during activities and the impact this has on children's learning.
- The inspector spoke to parents, children and the childminder during the inspection.
- Discussions about leadership and management took place between the inspector and the childminder.
- The inspector viewed evidence of the suitability of persons living and working in the household.

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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