

# Childminder report

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Inspection date: 19 March 2025

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder provides children with a home-from-home environment. Children are happy and safe in her care. The childminder is a good role model. She provides children with clear expectations for their behaviour. Children are kind towards others and they behave well. In the main, the childminder provides children with an ambitious curriculum, which builds on what they already know and can do. For example, children enjoy taking part in physical activities. The childminder builds on this and takes children to the park and a play centre. Children show excellent physical dexterity while playing on apparatus outdoors.

The childminder gives children's emotional well-being high priority. Before children start at the setting, she spends time getting to know them and their families. This helps children to settle quickly. The childminder encourages children to express their individuality and creativity during their play. For example, children complete self-portraits and talk about the differences between themselves. They enjoy painting and beam with delight while showcasing their artwork. Children have a strong sense of belonging and are well-rounded individuals. They develop an early awareness of what life is like in modern Britain. The childminder helps children to develop their independence skills from a young age. For instance, younger children help to wash their own hands and wipe their own faces before eating. Older children help to tidy toys away and take care of their personal needs. The childminder prepares children incredibly well for their eventual move on to school. She takes children to visit their new school. Children are excited to meet their teachers and talk about wearing a school uniform.

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

- The childminder has been relentless in her pursuit to bring about change since the last Ofsted inspection. She has welcomed support from the local authority and shares best practice with other childminders. Self-evaluation is accurate. It has a positive impact on outcomes for children. For example, through reflection, the childminder has redeveloped play areas to give children more room to freely explore and play. Children relish accessing play areas and beam with delight while selecting toys to play with.
- The childminder has established a successful programme of professional development. She reflects on the impact that training has on her own practice and how this links to better outcomes for children. For example, child development training has equipped her with a broader understanding of how to support children's understanding of number. She skilfully teaches children how to count. Children make good progress in mathematics.
- Overall, the childminder has identified the important knowledge that children should learn and when this should happen. For example, she provides

opportunities for younger children to build their core muscle strength in readiness for walking. However, on occasion, the childminder does not adapt her practice to support children's engagement in activities. This means that some children lose interest in their learning.

- The childminder is an advocate for providing real-life experiences to children. She teaches them about their local community and the world around them. Children are exposed to experiences that they might not usually get. For example, the childminder organises outings to the zoo and farm. Children enjoy these experiences. They excitedly recall a trip on a train to the seaside. These experiences support children in getting off to a flying start in their early education.
- In the main, the childminder supports children's communication and language skills effectively. She listens to children with genuine interest and introduces them to new vocabulary. However, on occasion, she asks children questions in quick succession and does not give them sufficient time to respond. This does not support children in making the best progress in their communication and language skills.
- Partnership working is excellent. The childminder has established secure links with external childcare professionals and schools. She keeps parents and carers informed of their children's time at the setting. Links with the local authority are built on mutual respect and trust.
- The childminder teaches children about the importance of living a healthy lifestyle. She provides nutritious foods and teaches children about the benefits of exercise. Children talk about the significance of following good hygiene practices. They learn how to care for their teeth and talk about visiting the dentist regularly.
- The childminder promotes a love of reading. She provides age-appropriate texts that capture children's interest. Children share books with their friends. They talk about visiting the library and discuss their favourite stories.

## **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:**

- review how activities are implemented, to better support children's engagement in their learning
- allow children sufficient time to respond to questions, to better support their communication and language skills.

## Setting details

<b>Unique reference number</b>	EY389423
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10343472
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	9 April 2024

## Information about this early years setting

The childminder registered in 2009 and lives in Oswaldtwistle. She operates Monday to Friday from 7am to 6pm, all year round, except for bank holidays and family holidays. The childminder also offers overnight care as and when required. She holds an early years qualification at level 3. The childminder provides government-funded childcare.

## Information about this inspection

### Inspector

Luke Heaney

### Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.
- Children spoke with the inspector during the inspection.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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