

Childminder report

Inspection date:

8 September 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 offers a stimulating environment where children happily play and learn. She works alongside a co-childminder, creating a supportive community that helps children to feel secure and valued. Children have access to dedicated indoor and outdoor spaces. They have opportunities to care for animals, which the childminder uses to encourage children to develop empathy, kindness and consideration for others.

The childminder delivers a comprehensive curriculum that covers all areas of learning. She bases this on teaching children about different countries. The childminder offers children the opportunity to explore different foods, clothing and cultures. She takes children out in the local community and on nature walks. Children develop an understanding of their locality and become knowledgeable about the wide world they live in.

Children settle quickly when they start with the childminder. The childminder has a good relationship with children. She regularly sings with children, which helps to develop their broad repertoire of songs and rhymes. Children's behaviour is good. The childminder helps children to understand their emotions and how their actions impact on others. Children show genuine care and kindness towards each other. For example, they eagerly pass around the snack tray to their friends, making sure that they have left enough for everyone.

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

- The childminder plans a strong curriculum that helps children to learn new skills and understand the wider world. She uses themes, such as learning about different countries, and links these to many areas of learning. This helps children to build a wide range of knowledge and use it in their play.
- The childminder shows strong teaching skills. For example, she encourages children to use binoculars as they search for sea creatures around the room. They then move outdoors to explore the habitats those creatures might live in using a sensory tray. Activities capture children's attention and keep them fully engaged in their learning.
- Children enjoy an environment full of language. The childminder talks with children throughout the day. They share stories and sing songs. Older children listen carefully to stories and join in with familiar phrases. This helps children to develop the confidence they need to express themselves.
- The childminder adapts activities so that all children can join in. For example, older children take part in a treasure hunt, while babies explore a small sensory tray. This helps all children to access learning that meets their stage of development.

- Early mathematics is part of children's everyday play. The childminder encourages children to count, spot patterns and compare objects as they go about their activities. This helps children to see how numbers and problem-solving fit into real life and builds strong early skills.
- The childminder builds warm relationships with children. She gives praise, comfort and encouragement, which helps children feel safe and cared for. Because of this, children behave well, listen carefully and enjoy their time at the setting.
- The childminder helps children to be independent. Children wash their hands, help with tidy-up time and serve their own food at snack time. These routines help children to learn how to look after themselves and care for others.
- Children behave well and follow the childminder's instructions. However, occasionally, her reminders are short and direct. This sometimes briefly surprises children, which can interrupt the focus on their learning for a moment.
- Parents and carers are very happy with the care their children receive. They value the support the childminder gives with their children's eating, toileting and daily routines. Parents also appreciate her good communication, which helps children to have consistency at home and in the setting.
- The childminder thinks carefully about her work. She talks with her co-childminder about what is going well and what could be improved. This means that activities and routines are regularly updated to meet children's needs. The childminder completes all mandatory training and some other forms of professional development, such as listening to podcasts. However, she has not explored additional training to enhance her skills. This gives the childminder fewer opportunities to develop her knowledge and implement new strategies in her practice.

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:

- develop strategies to support children's behaviour that are sensitive and do not interrupt children's focus
- focus on developing a broad programme of professional development to ensure that practice remains consistently high quality.

Setting details

Unique reference number	2525523
Local authority	Warrington
Inspection number	10413810
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	18 October 2021

Information about this early years setting

The childminder registered in 2019. She works with and from the home of another childminder in Warrington. The childminder provides childcare all year round, except for family holidays. She operates from 7.30am to 6pm, Monday to Friday. The childminder holds an appropriate early years qualification at level 3. She provides government funded childcare for children aged from nine months to four years.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- The childminder and inspector discussed the early years curriculum.
- The inspector talked to the childminder at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Children communicated with the inspector during the inspection.
- Parents shared their views with the inspector.
- The inspector and childminder carried out a joint observation.
- 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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