

Childminder report

Inspection date: 9 April 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	Not applicable

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 follow instructions and behave well. Mostly, the childminder provides children with an ambitious curriculum that helps children build on what they already know and can do. For example, children enjoy taking part in physical activities. The childminder plans exciting experiences for children to play on large equipment in the local park. The childminder helps children develop skills they need for the next stage of their learning.

The childminder gives children's emotional well-being high priority. Before children start at the setting, she prioritises getting to know them and their families. This helps children to settle quickly. The childminder encourages children to follow their interests through play. For example, children dig in the sand and hunt for dinosaurs. Children have a sense of belonging and are respectful. 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, children wash their own hands and help to tidy toys away. They learn to take care of their personal needs.

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

- The childminder plans a range of real-life activities for children. She teaches them about their local community and the world around them. Children access an array of experiences they might not usually get. For example, the childminder organises outings to local parks and farms. Children enjoy these experiences. They excitedly talk about regular bus rides. These experiences support children to enjoy meaningful learning in their early education.
- The childminder has completed statutory training, such as first aid and safeguarding. This helps to improve her knowledge of how to keep children safe. However, the childminder's professional development is not focused on further enhancing her knowledge of how children learn. This has an impact on how the childminder sequences the curriculum. Sometimes, what she identifies as children's next steps in learning do not build on what they already know and can do.
- Overall, the childminder supports children's communication and language skills effectively. She listens to children with genuine interest and adds extra words to the sentences they use. 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 strong. The childminder has established links with other childcare professionals and schools. She helps to run a local stay-and-play session, which children attend along with their parents. The childminder seizes this opportunity to provide practical tips on how to support children's learning through play. In addition, she gives parents ideas for things they can do at home to support learning and help with concerns such as children's toileting and oral health. Children benefit from a consistent approach to their learning and development.
- The childminder provides nutritious foods and tips on healthy lunch boxes. Children are also taught about the benefits of exercise. They swim weekly and learn about water safety. The childminder helps children learn how to swim and become confident in the water. For example, children learn how to exit the pool and keep themselves safe. These experiences teach children about the importance of healthy lifestyles.
- The childminder provides age-appropriate texts that capture children's interest. Children love cuddling up on her knee to share favourite books. They talk about visiting the library and discuss their favourite stories. The childminder promotes a love of books and reading.
- The childminder is aware of children's family structures and provides children with opportunities to gain meaningful social experiences. For example, children learn about how visual impairment can impact on daily life. Children meet guide dogs and understand they are working dogs. Through first-hand experience, they learn how to help support the well-being of elderly neighbours, with a smile and a friendly conversation. This promotes children's understanding of differences between people and helps develop respectful attitudes.

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:

- enhance professional development opportunities to focus on how children learn to support the implementation of a fully sequenced curriculum
- embed strategies to consistently support children's communication and language development during back-and-forth interactions.

Setting details

Unique reference number	2691180
Local authority	Warrington
Inspection number	10375762
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	2 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Appleton, Warrington. She operates Monday to Thursday, throughout the year, from 8am to 5.30pm. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Deborah Magee

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- 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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