

# Childminder report

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Inspection date: 17 January 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 | Not applicable |

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

### The provision is good

Children enjoy nurturing relationships with the childminder. They are happy and secure in her care and home. Babies cuddle into the childminder for support when they feel unsure. Older children understand the childminder's expectations and behave well, and they bask in her praise. For example, she offers praise as they share toys. The childminder supports children to develop their independence throughout the day. They pour water to drink and put on their own coats and shoes. Children develop important life skills.

Children happily include the childminder in their play and demonstrate positive attitudes towards their play and learning. They choose from the interesting resources and activities that the childminder plans to help them learn. The childminder knows the children well and uses their interests to help them develop new skills. She also plans an impressive range of outings to spark new interests and ignite discussions. This helps children to gain a wide range of experiences and helps them to make good progress across the curriculum.

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

- The childminder has a good understanding of how children learn. This helps her to deliver the curriculum well and to monitor children's progress effectively. She identifies and works hard to quickly close emerging gaps in children's learning. This helps children to make good progress towards their goals.
- The childminder chats to children as they play, offering new vocabulary and encouraging children to use new words. However, there are times that the childminder asks a lot of questions in quick succession. Children do not always have enough time to process the question and formulate a response. This does not consistently support the development of children's communication skills.
- Children enjoy reading stories with the childminder. In cosy story times, children turn the pages and join in with familiar words and phrases. The childminder and children visit the library weekly and borrow interesting books for children to share with their families. The childminder promotes a love of books and stories.
- The childminder plans activities to support what children need to learn next. She helps children build strength in their hands as they scoop and pour dried grains and pulses. They develop control and precision as they use tools to dig. This helps children develop strength in their hands to prepare for early writing. They develop the skills they need as they prepare for the eventual move to school.
- The childminder helps children to develop social skills and create friendships. Outings to toddler groups give children opportunities to socialise with a larger group of children. This helps children to develop skills such as managing conflicts and taking turns. Children learn about forming new relationships.
- The childminder builds and maintains supportive relationships with children and

their families. Parents appreciate her support and advice, for example with topics such as toilet training. The flow of information between the childminder and parents helps the childminder to implement similar routines to home. This promotes consistency in children's care and development.

- The childminder helps children to learn about healthy lifestyles. Children learn an abundance of skills to keep their bodies healthy. They get plenty of fresh air on walks in the local area and visit parks where they exercise and develop their physical skills. The childminder helps children to learn the importance of healthy choices.
- Visits in the community help children to learn respectful attitudes. The childminder and children regularly visit a multi-generational group. Children sing and dance with their older friends. The childminder uses these opportunities to help children understand how they are each unique and to learn about differences and similarities.
- The childminder works closely with other childminders to develop good practice. She organises a drop-in session for local childminders to network and support each other. The childminder accesses regular training and uses the views of parents and children to reflect and review her practice. She strives to provide the highest standards in care and education.

## **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 questioning techniques so that children have more time to think and respond to questions to further support their early communication skills.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2692135                                                                           |
| <b>Local authority</b>                             | Warrington                                                                        |
| <b>Inspection number</b>                           | 10367474                                                                          |
| <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 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 3                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2022 and lives in Penketh, Warrington. She operates term time only, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant qualification at level 6. She has achieved early years professional status.

## Information about this inspection

### Inspector

Deborah Magee

### Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector completed a joint observation with the childminder.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the provision with the inspector through written feedback.

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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