

Childminder report

Inspection date: 29 January 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

Children are happy and settled in the care of the kind and nurturing childminder. They enjoy warm and sensitive cuddles as they wake from a sleep. Children demonstrate that they feel safe and secure as a result of the secure attachments they form with the childminder. She ensures that she knows and understands the families who she serves. Meaningful and detailed conversations take place with parents. This gives the childminder a clear understanding of how best she can support individual children. Children's emotional security is strengthened, and they are well prepared for the exciting learning experiences available to them.

Children delight when interacting with the childminder. They take turns and follow her instructions. For example, during song time, children take turns with the puppet. They copy her actions to familiar songs and join in shaking instruments. The childminder offers them high praise and models how to use the props.

Children benefit from regular outings within the local community and to places of interest, such as the farm and zoo. These experiences enhance children's knowledge and understanding of the world around them. For example, a keen interest was shown in penguins and so the children went to the zoo to learn more about them. Additionally, children celebrate different festivals. They recently learned about different traditions to celebrate Chinese New Year and went to see the reindeers in real life at Christmas time.

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

- The childminder is enthusiastic and has a genuine interest in doing all she can to promote children's well-being and development. She reviews the environment she provides for the children and makes improvements. She recently created a separate building that the children call the 'play house' in her garden. It is inviting and resourced well to support children in their learning and development.
- The childminder has undertaken mandatory training, such as paediatric first aid and safeguarding. However, she has not focused her professional development on improving her skills to further enhance the learning opportunities she plans for children.
- The childminder knows children well. She has a firm understanding of where children are up to in their development. The childminder plans appropriate next steps in children's learning. She recognises when children are feeling tired or hungry and responds appropriately. This ensures children's needs are met.
- Children are encouraged to develop a love of books and literacy. Young children handle books with care as they are taught how to turn pages carefully. The childminder shares stories with children through a wide range of books that are

available for them to explore during the day. Babies and children snuggle up as they listen to stories, such as 'Don't Tickle the Penguin!' They interact by exploring the flaps on the book.

- The childminder understands the importance of children developing independence. She encourages children to attempt self-care tasks for themselves. For example, she encourages babies to wipe their own hands before food and hold their own cup. This supports children to develop and practise their own independence.
- Children are physically active. They enjoy daily access to the childminder's garden and also regularly visit the playground and park. They develop their balance, coordination and gross motor skills. Children engage in puzzles and small construction, which helps develop fine motor skills. Children are curious and positive learners. They explore switches and buttons as they try to work out how toys work.
- The childminder has high expectations for children's behaviour. She models positive behaviours effectively in her daily practice. Children are encouraged from an early age to respect the toys and equipment in the childminder's home and happily help to tidy away.
- Children develop a positive attitude to learning. They focus well on activities that interest them. For instance, at song time, babies show familiarity and positive responses when hearing familiar songs. The organisation of the learning environment, including the resources, supports children to make choices about their play. For example, babies move around freely and access resources independently.
- The childminder has established strong partnerships with parents. Parents say that the childminder is approachable and always available to give them support and advice. Parents praise the care the childminder provides, saying it is like 'home from home'. The childminder communicates frequently with parents and shares a daily diary with care information alongside regular photos.

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:

- identify relevant professional development opportunities to further enhance teaching skills and knowledge and improve the provision for children's learning.

Setting details

Unique reference number	2699507
Local authority	Cheshire West and Chester
Inspection number	10368514
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Ellesmere Port. Her provision operates all year round, excluding summer holidays, from 7.30am to 5pm, on Monday to Friday. The childminder holds a qualification at level 3.

Information about this inspection

Inspector
Vicki Brown

Inspection activities

- The inspector observed interactions between the childminder and the children and the impact the teaching has on children's learning and development.
- The childminder talked to the inspector about her early years foundation stage curriculum and what she wants children to learn.
- The inspector spoke to parents as part of the inspection.
- The inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder and the inspector discussed professional development and how she evaluates her provision and the current areas that are identified for improvement.

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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