

Childminder report

Inspection date: 12 March 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 warmly welcomes children into her setting. She builds strong relationships with children and their families from the start. Children form great bonds with the childminder. They are eager to go and find their friends when they arrive and quickly become fully engaged in their play. This helps children to feel safe and secure.

The childminder provides a rich and varied curriculum that supports all children's learning and development. She supports children's mathematical development well. The childminder encourages children to count and use mathematical vocabulary, such as 'bigger' and 'smaller'. Children regularly get the opportunity to socialise with other children. They meet other childminders and children when they visit places of interest in the local community. Children take part in nature walks as they learn about the world around them through activities linked to seasonal events.

The childminder is a good role model. Children are polite and use good manners. They understand and follow the childminder's rules and boundaries. The childminder reminds children of her expectations. For example, when children take what their friends are using, she talks to children about taking turns. As a result, children behave well.

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

- The childminder promotes children's growing independence and helps them to develop important life skills. Children take pride as they complete small tasks. They happily tidy up the toys when they have finished playing and put on their shoes independently. At mealtimes, children skilfully pour their own drinks independently. This helps children to gain some necessary independence in managing their own self-care needs.
- Developing children's communication and language skills is a high priority for the childminder. The childminder regularly introduces new words, extends sentences and repeats words back to children. She offers children a range of familiar and new songs to sing along to. As a result, children hear a rich variety of vocabulary to help strengthen their language skills.
- The childminder recognises the importance of developing children's understanding of healthy lifestyles. She supports children to develop good hygiene routines. For example, children are encouraged to wash their hands before eating. They learn about healthy eating through storytelling, such as reading the story 'The Very Hungry Caterpillar', and discussing which foods are healthy. Children learn about the similarities and differences of the different food groups. This helps children to make healthy choices.
- The childminder uses everyday activities to teach children about safety. During

outings in the local community, she discusses with them how to cross the road safely. Children talk about how they cross the road. They remember to look and listen for cars and to wait for the 'green man' before crossing the road. Children demonstrate an understanding of how to keep themselves safe.

- Overall, the childminder uses information about children's progress effectively to plan what children need to learn next. That said, at times, when implementing some activities, the childminder does not always focus sharply on individual children's next steps in learning. This means that, on occasion, children's learning is not extended as precisely as possible.
- The childminder completes all mandatory training promptly and is keen to enhance her existing skills and knowledge to benefit children's learning further. For example, the childminder has recently attended communication training to support children with their early language development. She has successfully implemented these strategies to build on children's overall development.
- The childminder works in close partnership with parents. She communicates with them in a range of ways to ensure that information about children's care and learning is shared regularly. Parents comment that the childminder is 'loving' and 'caring'. They state she goes above and beyond to provide support to children and their families. This helps to ensure the continuity of care and learning.

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:

- focus more precisely on individual children's next steps in learning when implementing activities to help to extend their learning even further.

Setting details

Unique reference number	2703055
Local authority	Warrington
Inspection number	10375997
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	2
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in the Paddington area of Warrington with her family. The childminder provides care for minded children from Monday to Thursday, 7.30am to 6pm, all year round, except family holidays.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- The childminder and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector held discussions with the childminder about how she plans to support the individual learning needs of children.
- A joint observation of an activity was carried out with the childminder.
- The inspector looked at relevant documentation, including paediatric first-aid certificates and suitability checks.
- The inspector held discussions with parents, reviewed written comments and considered their views and opinions.

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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