

Childminder report

Inspection date: 27 May 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 confident and settled in the childminder's home. The childminder provides a warm, safe and homely environment for children. Children have strong relationships with the childminder, her assistants and each other. They receive high levels of support from the nurturing childminder, which helps them to play cooperatively. For instance, children play happily alongside other children and show kindness to others when sharing toys. They are motivated and keen to learn. The childminder has high expectations for children's behaviour and reminds them of the rules and boundaries in the setting. Her gentle reminders and guidance help children to learn what is expected of them. As a result, all children behave well.

The childminder plans a variety of activities that encourage children's learning well overall and support them to make good progress. She has developed a curriculum that ensures all children have the skills and knowledge for their next stage in learning. For example, the childminder teaches children to develop their independence skills as they put on their shoes before going in the garden. Children develop their physical skills well during outside play. They enjoy lots of praise from the childminder as they show increased confidence while using the slide independently. The childminder supervises children closely, extending their learning as they play and ensuring their safety.

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

- The childminder creates an ambitious curriculum that helps all children to make good progress in their learning. She uses regular ongoing assessments and discussions with parents and carers to provide all children with individualised learning to help support their progress. As a result, children are well prepared for their next stage in learning.
- The childminder supports children in their growing independence. This enables children to develop important life skills. Children take pride as they complete small tasks. At mealtimes, children know to wash their hands. Older children skilfully butter their own toast independently. This enables children to develop the necessary skills to manage their own self-care needs independently.
- Overall, children are curious and engage well in their play. They concentrate for short periods. The childminder supports children's early mathematical skills. For example, she teaches children positional language and to recognise the difference between big and small. However, the childminder does not consistently consider the organisation of focused activities. Sometimes, there are too many resources available for children. This means, at times, children become distracted and do not engage fully in the activity.
- The childminder provides children with a language-rich environment. Children listen to a wide range of songs and stories. The childminder ensures that

children are introduced to new words. For instance, on a visit to the local allotment, children learn about pollination as they discuss bees and how they produce honey. As a result, children hear a rich variety of vocabulary to help strengthen their language skills.

- Children develop an understanding of healthy lifestyles. The childminder supports children to develop good hygiene routines. For example, she encourages children to wash their hands before eating and after handling the pet rabbit. The childminder supports children to make healthy choices when discussing which foods are healthy and how food gives them energy. This helps children to make healthy choices.
- Children develop social skills and learn about their local community. The childminder plans a range of outings and activities within the community. For example, she takes children to regularly visit the local parks, the local aquarium and petting zoo, and to attend nature sessions. Children join in activities with other childminders and their minded children. The childminder uses these experiences to help children to form positive friendships, play cooperatively together and share their play with friends.
- The childminder and her assistants keep their skills and knowledge up to date through regular training. For example, the childminder has recently attended communication training to support children with their early language development. She regularly meets up with other local childminders to share ideas for good practice. The childminder evaluates her setting and builds on her practice continuously.

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:

- review the planning of focused and adult-led activities to ensure that children are more engaged in their learning.

Setting details

Unique reference number	2706334
Local authority	Warrington
Inspection number	10392092
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 2
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 2023 and lives in Warrington, Cheshire. She provides care all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3 and works with an assistant. She provides government funded childcare.

Information about this inspection

Inspector

Jason Holmes

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.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder, her assistant and children.
- Parents shared their written views of the setting with the inspector.
- The inspector looked at relevant documents, including the childminder's paediatric first-aid certificate.
- The inspector spoke to the assistant during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025