

Childminder report

Inspection date: 8 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 happy, safe and settled in this homely setting. They are treated as part of the childminder's family and receive genuine affection. Parents and carers show their appreciation for this home-from-home approach. They comment that the childminder and her family are an extension of theirs and that they appreciate her nurturing approach. Children benefit from this warm and nurturing atmosphere. They show they are comfortable and content. For instance, children seek out the childminder and cuddle on her knee to enjoy a favourite book. The childminder is attentive and ensures that activities help children learn new skills while enjoying themselves. The nurturing space and positive relationships children form with the childminder promote children's emotional well-being exceptionally well.

The childminder provides captivating learning experiences through stories and role play. This enables children to develop their imaginations and creativity. Children are physically active and are beginning to learn how to promote their physical health. They climb up ladders and crawl through tunnels to develop and increase their strength and coordination. The childminder subtly adapts her teaching to meet the different needs of children. For instance, younger children make marks with chunky chalk that are easy to hold. Older children confidently use pens and pencils to write the initial letter from their names. The childminder's considerate teaching helps to ensure that all children make good progress.

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

- The childminder creates an inclusive setting where all children are supported to thrive. Through stories, role play and celebrations, children learn about the diverse world in which they live. This helps children to develop respectful attitudes. Children demonstrate tolerance, empathy and respect for others.
- The childminder successfully supports children to make a smooth transition when they move to school. She shares detailed information with teachers and parents and takes children to visit the local school daily. This helps children become familiar with the environment and helps to create a seamless transition.
- The childminder is determined to help children develop a love of reading. She provides a wide range of high-quality books for children to access in cosy reading corners and welcoming book nooks. Children learn to handle books with respect. They take home their favourite stories to share with their families. This approach helps to develop a consistent approach to children's learning.
- The childminder teaches children about healthy lifestyles through age-appropriate activities and games. Older children help to chop vegetables for lunch, and younger children water the strawberries they have planted in the garden. This supports children's independence and self-care skills from an early age.

- The childminder offers children an ambitious and varied curriculum. Each day, children enjoy an exciting range of activities and outings to support their all-round learning. Children's interests are evident in the planned activities. The childminder carefully weaves children's preferences throughout all activities to help motivate and inspire all children.
- Children are confident and have a positive attitude towards their learning. For instance, when faced with a challenging task, such as how to stop a doll falling out of a pushchair, they problem solve and work together until they eventually succeed in strapping the doll in safely. This resilience is enhanced by the childminder's meaningful praise and specific encouragement. Children have a mature and positive attitude towards their learning.
- Children enjoy the playing with their friends. They share plenty of laughter and are developing strong friendships with each other. Through meaningful social interactions, children learn about consideration for other children's feelings. The childminder sets clear boundaries and consistent routines to successfully help children to know what to do and how to behave.
- The childminder chats to children as they play, offering new vocabulary and encouraging children to use the new words in their play. 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.
- The childminder is committed to offering children and families a high-quality service. She explains that she loves her job and shows unwavering passion and drive. The childminder often reflects on her practice and takes steps to improve. For instance, the childminder has plans to develop her already stimulating home and strives for ongoing improvements to benefit children.

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:

- strengthen the implementation of the curriculum for communication and language, helping children to develop their thinking and responding skills.

Setting details

Unique reference number	2708314
Local authority	Cheshire West and Chester
Inspection number	10376337
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 8
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 Chester. She operates all year round, from 7am to 6pm, Monday to Friday, except for family holidays. The childminder holds an appropriate qualification at level 3. She offers early education funded places for two-, three- and four-year-old children.

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.
- The inspector observed the quality of teaching during activities and the impact this has on children's learning.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector considered written and verbal feedback from parents and spoke to children during the inspection.
- The inspector viewed evidence of the suitability of persons living in the household.

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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