

Childminder report

Inspection date: 3 July 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 provides a warm and friendly environment for children. They are greeted by the caring and nurturing childminder, who supports them well to understand the daily routines. For example, when children happily arrive at the childminder's home, they know to put their shoes in the basket before they come into the room. Children form strong bonds with the childminder and thrive in her care. This helps children to feel safe and secure.

The childminder teaches children about how to be respectful of each other. She acts as a positive role model and teaches them how to share resources and take turns. Children play well together and effectively communicate their wishes and feelings. They are polite and use their manners as they regularly say please and thank you. They confidently ask the childminder for help when needed. Consequently, children behave well and enjoy their time in the setting.

Children enjoy regular visits to local parks, attractions and different playgroups. The childminder plans these visits well to develop and build on children's learning. For example, on a trip to the zoo, the children learned facts about lions. They continue this learning at home as the childminder arranges engaging activities to build on what they learned at the zoo. These visits and trips broaden children's learning as they learn through real life, meaningful experiences.

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

- The childminder plans a well-thought-out curriculum, which is ambitious for all children. She carries out observations and assesses what children know and can do. The childminder plans activities that support children's next steps in learning. For example, older children use pincers to explore the sensory tray. This helps to build strength in their smaller muscles. Children consistently make good progress and are prepared for their next stage in learning.
- The childminder provides lots of opportunities for children to play imaginatively. For example, children dress up with bright coloured tutus and ask the childminder to tuck scarves in the back of their t-shirts, as a cape. They excitedly run up and down the room, pretending to be superheroes. This helps to develop children's imagination and creative thinking.
- Children enjoy lots of time outdoors in the garden. Children develop their large muscles as they climb on frames and ride on trikes and scooters. They go on regular trips to parks and nature walks. This helps to support their physical development.
- The childminder is committed to developing children's communication skills. Children listen intently to stories and join in with familiar phrases. The childminder continually engages children with back-and-forth conversations and

introduces them to new words. For example, children comment and ask questions about the 'swirly clouds' in the sky. The childminder encourages children to ask questions and introduces new language, such as 'tornado' and 'windy'. This helps children to build a breadth of vocabulary and use language to communicate their thoughts and ideas.

- The childminder teaches children to be respectful and inclusive to others when playing in her home and at groups. Children learn about some festivals, such as Christmas and Easter. However, the childminder does not yet provide children with further opportunities to learn about other cultures and celebrations, in order to help them learn about similarities and differences between themselves and others.
- The childminder works closely with parents to ensure positive partnership working. She shares information with them about their child's daily activities and their progress. Parents are extremely happy with the care provided and feel very reassured by the strong bonds formed between the childminder and the children. They report that their children thoroughly enjoy their time at the setting and have a wealth of learning experiences.
- Children are encouraged to continually develop their independence skills. They confidently wash their hands before eating and learn to put on their own shoes. They make choices about what fruit they would like for snack. Children expertly peel their own oranges and cut up banana. This helps children to be independent and gain a sense of achievement.
- The childminder is very passionate about her role. She keeps up to date with new guidance and regularly seeks out training to further her knowledge. For example, the childminder completed some training about how to support crying babies. This helps the childminder to continually develop her knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enhance the teaching of diversity and equality to support children to have more learning opportunities to learn about similarities and differences between themselves and others.

Setting details

Unique reference number	2721359
Local authority	Cheshire West and Chester
Inspection number	10392327
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 4
Total number of places	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in February 2023. She lives in the Saighton area of Chester and operates from Monday to Friday all year round. Sessions are from 8am until 5pm. The childminder provides government funded childcare.

Information about this inspection

Inspector

Janine Tours

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector took into account the views of parents.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the childminder carried out a joint observation of an activity.
- The inspector observed the interactions between the childminder and the children.
- Children spoke and communicated with the inspector 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.

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