

# Childminder report

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Inspection date: 19 September 2025

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Children show confidence and independence from arrival, managing routines such as removing their shoes and tidying up before snack time. They cooperate well by sharing and taking turns, and they respond positively to the calm, nurturing environment. The childminder builds strong relationships that promote emotional well-being, helping children develop responsibility, such as preparing for outdoor play. These experiences support their self-esteem, social skills and readiness for the next stage of learning.

The experienced and qualified childminder provides a well-structured and ambitious curriculum that supports children's learning and development effectively. She incorporates children's interests and promotes child-led play in a welcoming, language-rich environment that fosters confidence and curiosity. For example, children explore colour mixing during free play and excitedly notice, 'Look, I've made purple!' The childminder builds on this with targeted activities using magnetic tiles, encouraging children to create shapes and patterns while introducing vocabulary such as 'circle' and 'triangle'. She adapts teaching to suit individual learning styles, including providing rich outdoor opportunities for active learners. As a result, children are motivated and eager to explore, and they make good progress across all areas.

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

- Children show strong physical development through a variety of activities. Outdoor play promotes coordination and the use of large muscles as they engage in role play, pushing toy mowers in lines across the garden. The childminder provides sensory experiences, such as using tweezers to explore different textures, which support hand dexterity and the development of a pincer grip. This supports children to develop skills for early writing.
- The childminder promotes social skills by regularly spending time with other childminders, giving children opportunities to interact with a wider peer group. During indoor play, children engage with puzzles featuring people who help us, such as firefighters, which supports their understanding of the wider community. These activities help develop children's awareness of the world around them and prepare them well for the transition to school.
- Children demonstrate a strong love of books, engaging eagerly during story time. The childminder uses props and pauses to encourage recall and counting, making stories interactive and enjoyable. Books are also used to explore diversity and community, helping children develop understanding through familiar and multicultural themes.
- The childminder works closely with parents, sharing updates about their child's progress and daily activities. She gives parents easy ideas to support learning at

home, such as talking about trips to the park or animals they have seen. This helps children learn better by linking home and the childminder's setting.

- The childminder provides tailored support for children with special educational needs and/or disabilities, adapting activities to meet their individual needs. She works closely with parents and professionals to ensure each child receives appropriate guidance and resources. This approach helps children to build confidence, develop key skills and fully participate in all learning opportunities alongside their peers.
- The childminder demonstrates effective leadership through regular reflection on her practice. She actively seeks feedback and uses self-evaluation to identify areas for improvement. This includes enhancing the learning environment to better support children's curiosity and development, such as planning to introduce new resources, for example a water wall. Her proactive approach ensures continuous improvement and a high-quality, stimulating setting for all children.
- The childminder creates a language-rich environment, frequently engaging children in conversations about textures and colours during sensory play. She introduces descriptive words such as 'smooth' and 'bumpy' to support their understanding. However, quieter children sometimes only nod instead of using words such as 'yes' to communicate. As a result, they do not always fully benefit from the learning or have enough opportunities to build confidence and expand their vocabulary.

## 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:**

- support quieter children to build confidence and develop their language skills through more targeted encouragement and interactive opportunities.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2735936                                                                           |
| <b>Local authority</b>                             | Halton                                                                            |
| <b>Inspection number</b>                           | 10407515                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 3                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2023 and lives in Widnes, Cheshire. She operates all year round on Monday to Thursday from 8am until 5.30pm, and on Friday from 9am to 3pm, except for family holidays. The childminder holds an appropriate early years qualification at Level 3. The childminder provides government funded early years education.

## Information about this inspection

### Inspector

Kelly Little

### Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to children during the inspection and took account of the views of parents through reading written testimonials.
- The inspector looked at a sample of the childminder's documents, including evidence about suitability and training.

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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Piccadilly Gate  
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Manchester  
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Textphone: 0161 618 8524  
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