

# Childminder report

---

Inspection date: 8 May 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 are keen and motivated learners. This is because activities are exciting and they ignite children's curiosity. Children giggle as they explore and thoroughly enjoy learning new skills. For example, children thoroughly enjoy playing in a space rocket. They pretend to be astronauts, driving a rocket and looking at planets. They show impressive, sustained concentration and imagination during this fun and stimulating activity. The childminder talks to children, introducing new words to children as they play. The childminder describes what she is doing and labels objects. Children listen intently as the childminder uses descriptive words and good sentence structure. They use new words in their play. Children spontaneously pick up books, which are easily accessible throughout the environment. They enjoy a broad array of both fiction and non-fiction books. Children handle books with confidence, turning pages to look at the illustrations. They are supported to develop a love of reading from a very early age.

Children are happy, healthy and safe. They share lovely positive relationships with the nurturing and supportive childminder. They occasionally refer to her as 'auntie', illustrating the caring, family atmosphere they enjoy. The childminder wants every child to thrive and ensures that every child benefits from a secure attachment with her. These positive relationships contribute to impressive levels of children's confidence and resilience. The childminder creates a welcoming and stimulating setting where children make good all-round progress.

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

- The childminder, along with the co-childminder, have created an extremely well-organised and professional setting. Everything is organised, and equipment and materials are readily available. This helps to aid the smooth running of activities, and children's learning is seamless without interruptions.
- The childminder teaches children how to behave well. She uses strategies to promote children's good behaviour. For instance, visual timetables help children to understand what happens 'now and next'. Routines are well established, and children thrive in the familiarity. Children benefit from an abundance of praise. This helps children behave well and creates a calm learning environment.
- The childminder values parents as children's primary and most important educators. Parents comment how the two childminders have created a warm and safe space. The childminder works closely with parents to reflect routines from home. This helps to establish a consistent and truly collaborative approach that helps to children benefit from complementary care and learning between the home and the setting.
- The programme of learning is broad and varied. Activities offered in the home environment are complemented with trips and outings in the local community.

For instance, children enjoy trips to local parks, museums and visits to the library. Children experience a broad and balanced curriculum, which helps children develop a range of skills that will benefit them in their future learning.

- Children are developing as confident, independent learners. They often complete tasks for themselves while the childminder steps back and allows time for them to try and have a go. For example, children pour their own drinks at snack time and help to cut fruit prior to eating. This successfully helps to build children's independence.
- The childminder works in partnership with a range of professionals. For instance, she shares ideas with other local childminders and receives support from local authority professionals. These relationships enhance the childminder's practice.
- The childminder is professional and wants to offer children and families high-quality service. She reads widely and researches for new activity ideas. However, sometimes the childminder plans activities that are not specifically focused to help children learn the intended skills. On these occasions, the curriculum is not sequenced for all children to build on their existing knowledge and skills.
- The childminder helps children to develop social skills and create friendships. Outings to toddler groups give children opportunities to socialise with a larger group of children. This helps children to develop skills, such as managing conflicts and taking turns. Children learn about forming new relationships.

## 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:**

- enhance the curriculum, so all activities help children develop new skills that are based on what they already know and can do.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2741259                                                                           |
| <b>Local authority</b>                             | Cheshire West and Chester                                                         |
| <b>Inspection number</b>                           | 10382287                                                                          |
| <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 8                                                                            |
| <b>Total number of places</b>                      | 3                                                                                 |
| <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 August 2023. She works in another registered childminder's home in the area of Blacon, Chester. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025