

# Childminder report

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Inspection date: 12 March 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 arrive excited and eager to step into the home and explore the activities the childminder has carefully planned for them. The childminder, who is multilingual, has developed an exciting curriculum for children that is also multilingual. She works with any assistants she employs to combine their knowledge and expertise to ensure that English, Spanish and Polish are seamlessly interlinked across all areas of play and learning. Children show an excellent understanding of languages. For example, young children call out 'adios' as visitors leave the home. Additionally, the childminder provides opportunities for children to sing their favourite nursery rhymes in their native language. Children demonstrate high levels of confidence as they move between the language structures. They are happy and settled at this welcoming home.

The childminder sets high expectations for children's behaviour. She models how to treat others with respect and care. Children show great kindness and concern for each other and their environment. For example, at lunchtime, older children help assist their younger friends to get their food on the spoon. When minor conflicts arise, the childminder sensitively supports children to resolve the issue. This helps children to learn to share, take turns and play cooperatively.

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

- The childminder strives to continuously improve her practice. She undertakes a wide range of professional reading and research to ensure her skills and knowledge are current. Additionally, through effective supervision and coaching, she supports any assistants she works with to reflect on their practice. This helps to identify their strengths and set targets for improvement. This enables the childminder to make a positive impact on children's learning.
- The childminder provides a stimulating learning environment to ignite children's imagination and curiosity. Children learn about the world around them through fun activities to help them understand what makes them unique. However, some adult-led activities are not differentiated for the younger children. This means that, on occasions, some children do not have opportunities to further extend their learning.
- The childminder works seamlessly with any assistants she works with to deliver her multicultural curriculum that builds on what children know and can do. The effective key-person system and accurate use of assessment ensure that gaps in children's learning, and any specific needs, are identified early and acted on quickly. All children are well prepared for their next steps in learning.
- Children's communication and language development is a golden thread, woven throughout the home. Children of all ages are immersed in conversation, songs, stories and rhymes. Carefully selected books that include a range of languages

encourage children to develop a fondness of literacy. As a result, children are making rapid progress in this area of learning and are becoming very skilful communicators.

- The childminder provides many opportunities for children to be physically active. For example, children explore a range of mark-making materials along with opportunities to develop their scissor control through cutting up fresh herbs. When outside, children skilfully use balance bikes and enjoy planting seeds. Such activities help develop children's small- and large-muscle strength.
- The childminder places a strong focus on teaching children the language of feelings and emotions throughout their play and learning. Children show that they have secure attachments with the kind and caring childminder. When children struggle to understand how they are feeling, she responds calmly and sensitively. Children are encouraged to try and use their words, such as 'sad' and 'upset', to explain how they are feeling. Children are beginning to understand their own feelings and that of others.
- Children learn about healthy lifestyles. They are provided with healthy, nutritious meals and snacks and have access to drinking water. Children are taught to wash their hands before mealtimes and after using the toilet. However, the childminder does not implement procedures consistently to ensure that she always washes her hands after wiping children's noses. This does not help to reduce the spread of germs.
- Effective partnerships with parents and carers have been established by the childminder. Parents comment on how the childminder has helped to support the whole family, for example through opportunities provided by her for them to borrow children's books and resources. Parents say this has helped them to manage their children's feelings and emotions at home. Parents fully engage with the electronic information system to upload photos from home. This helps the childminder to plan and provide consistent care and learning for their 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:**

- consistently model robust hygiene practices to help children learn about the importance of good hygiene
- further strengthen the teaching of the curriculum to differentiate for individual children's learning and development.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2747157                                                                           |
| <b>Local authority</b>                             | Cheshire West and Chester                                                         |
| <b>Inspection number</b>                           | 10393580                                                                          |
| <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 9                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 11                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2023 and lives in Chester. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. She works with an assistant.

## Information about this inspection

**Inspector**  
Anita Dunn

## Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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 spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the childminder.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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  
Store Street  
Manchester  
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