

Childminder report

Inspection date: 21 May 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children feel happy and secure with this nurturing childminder. She knows each child well and appreciates them for their unique characters. Children receive the close attention they need to grow in confidence and learn to explore. For example, when children worry about bees buzzing in the garden, she cuddles them and explains that bees are our friends and make our honey. Children are quickly calmed by her soothing presence.

The childminder delivers a curriculum that helps children learn and acquire the skills they need through play. She observes children closely and thinks of engaging ways to help them reach their next steps. Plans are flexible so that she can meet the needs and interests of each child. The childminder celebrates the good progress children make in their learning. She praises children and tells them how proud they make her and their families.

The childminder has high expectations of children's behaviour. She supports children to meet these expectations by praising them when they make good choices. She encourages children to talk about how they are feeling and help them vocalise their needs. She also encourages children to have good manners and speak kindly to each other.

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

- The childminder delivers a broad curriculum through play. For example, children develop strong hand muscles, colour recognition and counting skills as they sort toy dinosaurs using tweezers. They paint outdoors, adding different materials to observe the changes in texture. As a result, children are enthusiastic about their learning and make good progress.
- The childminder recognises that communication is key to children's learning. She supports children to communicate their wants and needs, use a wide vocabulary and speak clearly. Children chatter through everyday tasks and are becoming confident communicators.
- The childminder tailors the care she gives to children's individual needs. She understands that some children need more emotional support in order to feel confident in their learning. She considers the whole child, carefully considering the approach that will help them the most. Children make good progress from their starting points.
- The childminder uses some methods to promote children's independence. Children help to tidy up and choose what they would like to play with. However, at snack time, the childminder sometimes asks children to wait patiently as she cuts up fruit and serves crackers. She fills water bottles rather than open cups. This means children do not have the opportunity to extend their independence

even further.

- The childminder promotes high standards of behaviour. Children are taught to be kind, to share and to take turns. When children find this difficult, the childminder uses a range of strategies to support them. The childminder praises children for trying hard, helping others and for being a good friend. Children learn how to manage conflict positively and play happily with friends.
- The childminder encourages children to be healthy. Children are physically active throughout the day, climbing at soft play, running in the park or playing in the well-resourced garden. They enjoy healthy and hearty cooked meals and drink water frequently. The childminder explains to children how they can keep themselves healthy by washing their hands and brushing their teeth. This contributes to maintaining a healthy lifestyle.
- The childminder nurtures strong relationships with parents and families. She communicates with them through daily diaries, regular reviews and frequent conversations. The childminder supports parents to understand all areas of child development, from building children's confidence to potty training. As a result, there is a collaborative approach to children's learning and development.
- The childminder is professional in her role. She is passionate about helping children to overcome any barriers to their progress and seeks support wherever necessary. However, the childminder does not always find effective ways to meet her continuing professional development needs to raise the quality of practice even further.

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:

- increase opportunities for children to further develop independence around mealtimes and snack times
- source targeted professional development opportunities to enhance practice and continually raise the quality of education and provision.

Setting details

Unique reference number	303382
Local authority	Halton
Inspection number	10388205
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	2 to 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	2 July 2019

Information about this early years setting

The childminder registered in 2000 and lives in Widnes, Cheshire. She operates all year round, from 7.30am to 5.30pm, from Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded places for children from the age of nine months.

Information about this inspection

Inspector

Natalie Myatt

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The children spoke with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.

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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