

Childminder report

Inspection date:

23 September 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder forms warm and nurturing bonds with the children she cares for. Children arrive, after having been to nursery, eager to tell the childminder of their day. They are relaxed and demonstrate that they feel safe and secure in her care. Children settle quickly and begin to play with the toys provided, enthusiastically encouraging the childminder into their play.

The childminder uses information from parents, along with her own observations of children's learning, to develop a curriculum that meets children's individual needs. She demonstrates a good understanding of how children learn and develop. Overall, this knowledge is used to help children build upon what they already know and can do. For example, the childminder provides lots of opportunities for children to develop their hand muscles. Children use dough and tools to help strengthen their hands. The childminder knows that this helps to prepare children for early writing.

The childminder implements clear rules and boundaries and has a gentle approach to managing children's behaviour. Children are aware of her high expectations and are taught the importance of good behaviour. They demonstrate highly positive attitudes towards their learning. For example, children sustain their attention well while making a collage from leaves they have collected. Children are sociable and behave very well.

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

- The childminder supports children to develop their communication and language skills. She shares stories, rhymes and songs and talks to children about what she observes them doing. The childminder introduces new vocabulary as children play. For example, while exploring leaves and acorns, the childminder introduces words such as 'evergreen' to describe some of the leaves. This helps to extend children's growing vocabulary.
- Children recognise colours and shapes as they play. They demonstrate an interest in number. That said, there are times when the childminder does not build upon this interest to extend children's understanding of number and calculation. At these times, children's mathematical skills are not fully supported.
- Children are incredibly independent and are encouraged to try to do things for themselves. For example, they eagerly put on their own shoes before going to play in the garden. The childminder recognises the importance of children developing their resilience and independence in readiness for future learning and eventual move to school.
- The childminder forms close partnerships with any other settings that children also attend. The childminder shares information on children's learning milestones.

and next steps. This helps to promote a consistent approach to children's care and learning.

- The childminder introduces children to a range of cultural festivals, such as Eid and Chinese New Year. This helps children to appreciate that some people are different to them. However, opportunities to fully explore the wide range of characteristics that make people unique have not been explored to help children gain an understanding of diversity in the world around them.
- The childminder is committed to her professional development. She completes training regularly to help to enhance her knowledge and skills. For example, training in understanding child development has been implemented successfully to help develop a carefully sequenced curriculum.

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 opportunities for children to extend their understanding of number
- support children to understand the range of characteristics that make them similar and different to others and enhance their appreciation of diversity.

Setting details

Unique reference number	314817
Local authority	Warrington
Inspection number	10382236
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 November 2024

Information about this early years setting

The childminder registered in 1995 and lives in Lymm, Cheshire. She operates weekdays between 7am to 6.30pm, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. The childminder offers the government funded childcare places.

Information about this inspection

Inspector

Denise Farrington

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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