

Childminder report

Inspection date: 15 August 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 provides all children with a homely, secure and trusting environment. She gets to know children well. Children form close bonds with the childminder. They regularly seek her out for comfort and reassurance. This helps children to feel a sense of calm. Children are very happy and content. The childminder organises her dedicated playroom to provide an organised and peaceful space with minimal distractions. This enables children to remain engaged and concentrate deeply on their play. The childminder takes children outside every day. This helps children to develop their physical skills. For example, children dig in the mud kitchen and strengthen their gross motor skills as they ride in the play cars.

The childminder delivers a broad and stimulating curriculum that reflects on children's individual learning and development. She plans activities with care and ensures that learning builds on what children already know and can do. She places strong emphasis on children's emotional well-being, supporting them to grow in confidence. This prepares children effectively for the next stage of their learning.

The childminder acts as a positive role model and sets high expectations for behaviour. She teaches children to share, take turns and play cooperatively. Children listen carefully, follow instructions and behave well.

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

- Since her last inspection, the childminder has attended a wide range of training courses to continually develop her practice. For example, she has completed training focused on creating a curriculum that supports children's development. This training has strengthened her knowledge and enabled her to design a bespoke curriculum, which improves outcomes for children.
- Children enjoy listening to stories with the childminder. She takes time to read the words and gives children time to explore the pictures. Children also use books to support topics they are currently exploring, such as 'under the sea'. This helps them develop their literacy skills.
- The childminder promotes healthy lifestyles effectively. She ensures children access the outdoors daily. This allows them to enjoy fresh air and exercise. Children take responsibility for their own hygiene by washing their hands at snack. Children begin to understand the importance of good health.
- Children typically develop strong communication and language skills. The childminder uses successful strategies, such as modelling the correct use and pronunciation of words. This helps them become confident communicators.
- The childminder's curriculum intent is generally implemented well. She knows the children well and plans effectively for their individual next steps. However,

there are some inconsistencies in how the curriculum is delivered. At times, the childminder does not fully use her knowledge of children's next steps to extend their learning during everyday opportunities. Therefore, on some occasions, children do not always make as much progress as they could.

- Children confidently invite the childminder into their play. She encourages them to share resources and involve their friends. This helps support the development of cooperative play. The childminder teaches children the importance of sharing and helps them to recognise how others may feel if left out. For example, she encourages children to divide the play dough equally. Children understand that their actions have consequences. They develop the social skills they need to play positively with others.
- Children explore mathematical concepts in a variety of ways. The childminder helps them understand size as they discuss which objects are bigger or smaller. The childminder supports children to recognise and describe 2D and 3D shapes, when building with the magnetic blocks. This helps children apply mathematical concepts in their play.
- Children develop a strong understanding of the community they live in. The childminder regularly takes children on outings. This provides opportunities to explore their local area. For example, visits to the local farm and duck pond help children learn to care for living things as they feed the animals. This helps to promote their sense of responsibility and empathy.
- Parents value the care their children receive. They appreciate the childminder's regular communication, which keeps them fully informed about their children's progress and next steps in learning. This strong partnership helps support children's learning by ensuring consistency between home and the setting.

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:

- build on opportunities to further extend children's skills and knowledge through their everyday play and exploration.

Setting details

Unique reference number	314844
Local authority	Warrington
Inspection number	10374144
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	22 October 2024

Information about this early years setting

The childminder registered in 1996 and lives in Warrington. She operates Monday to Friday, from 7am to 6pm, all year round, except for bank holidays and family holidays. The childminder offers government-funded places for children aged from nine months to four years.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- The childminder completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector observed the quality of education being provided, and assess the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation of an activity with the childminder.
- The childminder provided the inspector with a sample of key documentation, including her setting improvement plans.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2025