

Childminder report

Inspection date: 25 June 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

The childminder provides a welcoming and safe environment for children to explore. She strongly promotes children's independence and their confidence to try new things. Children are happy and keen to explore the resources she has on offer. In the outdoor area, children pretend to go for a walk with babies in pushchairs. They share resources and the childminder helps children to develop positive relationships with each other. Children play well with their friends, and the childminder reinforces boundaries and expectations for their behaviour. As a result, children consistently use good manners, and any disputes are quickly resolved. Children bask in meaningful praise from the childminder, this supportive approach ensures children are proud when they achieve a new skill.

The childminder uses her knowledge of what children need to learn next to plan an ambitious and targeted curriculum. Children make good progress from their starting points. The experienced childminder confidently identifies gaps in children's progress. She provides swift support to help children develop the vital skills they need in preparation for their future learning. For example, children demonstrate impressive personal skills. They know how to take off their own shoes, pour their own water to drink and confidently feed themselves. They are extremely independent and know how to ask for help when needed.

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

- The childminder monitors children's progress and uses the information to identify any gaps in children's development. The childminder seeks the advice and support of outside agencies when needed. This approach helps each child make good progress.
- The childminder talks to children as they play. She mostly uses high-quality language and makes eye contact with children. This helps children develop their communication skills. However, there are times when the childminder asks questions of children that are not relevant. Additionally, she does not always allow children enough time to respond to questions. At other times, she does not model the correct answer. This does not fully support children to develop their emerging vocabulary and conversational skills.
- Partnerships with parents are effective. Parents speak highly of the childminder. Parents receive a wide range of information and tools to help them to support children's learning and development. For example, the childminder gives parents advice on topics, such as weaning and toilet training. This supportive approach establishes a consistent approach to children's learning and development.
- The childminder poses opportunities for children to solve problems as they play. She asks children to estimate the number of jumps to travel across a soft-play mat. Children make a guess and then test out their ideas. Furthermore, children

compare sizes and use numbers in songs. Children's mathematical knowledge is consistently supported.

- Children show high levels of security and self-esteem. The childminder plans her curriculum to focus on supporting children's social and emotional development. Children learn about different emotions and feelings as they read books and sing songs. Additionally, the childminder asks children to think about how their actions may affect others. Children have a good understanding of how to interact with other people and demonstrate respect for their peers.
- The childminder is committed to providing the highest standard in care and education. She has clear plans to develop her practice further. She works with other professionals and completes training that broadens her knowledge about children and their needs. This helps her to develop her knowledge and understanding of what children need, in order for them to continue to thrive.
- The childminder helps children understand the world around them. Children water seeds they have planted and state, 'We need sunshine to help them grow.' The childminder plans a curriculum to help children to learn about scientific concepts and develop their knowledge of nature.

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 knowledge of how to consistently embed strategies to support children's communication and language development.

Setting details

Unique reference number	314910
Local authority	Warrington
Inspection number	10388265
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	1 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	4 July 2019

Information about this early years setting

The childminder registered in 1998 and lives in the Birchwood area of Warrington. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded places for two-, three- and four-year-old children. She holds an early years qualification at level 3.

Information about this inspection

Inspector
Deborah Magee

Inspection activities

- The childminder and the inspector discussed how the childminder organises the early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector considered views of parents during the inspection.
- Children communicated with the inspector during the inspection.
- 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
M1 2WD

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