

Childminder report

Inspection date: 12 September 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 thrive in the childminders home. They respond positively to the nurturing childminder, with whom they have built a very close bond. This helps children to feel safe and develop emotional security. The childminder prioritises children's well-being. She pays specific attention to their individual needs. Children begin to value themselves and understand what makes them unique.

All children make good progress in their learning. The childminder pays close attention to children's individual needs to actively supports their development. She focuses on ensuring children are equipped with the skills they need to become independent and prepared for school. For example, older children manage their own self-care needs as they independently use the toilet and wash their hands before mealtimes.

The childminder is a positive role model. She has high expectations, particularly for children's behaviour. The childminder actively demonstrates how to interact and play kindly. She encourages children to share and take turns. Gentle reminders are provided, when needed, to help children to understand the impact their behaviour may have on others. Children respond well to the childminder's guidance and behave well.

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

- The experienced childminder knows the children well. She gathers detailed information from parents prior to children starting. For instance, she finds out children's interests, levels of development and daily routines. This helps her to ensure a consistent approach to their care and learning, building on children's individual starting points. This enables all children to make good progress.
- The childminder carefully plans activities and experiences she offers to children. She provides a wide range of resources designed to spark their interest and extend their learning. However, the way she organises the learning environment, combined with the large number of available resources, sometimes make it difficult for children to make clear choices. For instance, with so many options, children often move quickly from one activity to another. This lack of focus occasionally hinders children's ability to stay engaged and focused during play.
- Children develop a love of reading. Younger children enjoy turning the pages of their favourite storybooks while babbling. The childminder uses books to extend children's learning. For example, while reading 'The Very Hungry Caterpillar', she encourages them to recall a recent nature trail at the local park. These meaningful links help foster children's enjoyment of books.
- The childminder generally supports children's communication and language well. She creates a language-rich environment where children sing songs, listen to

stories, and hear new vocabulary during play. For example, while playing with play dough, children learn words like 'roll,' 'squeeze' and 'stretch'. However, at times, the childminder steps in too quickly and does not give children enough time to think and respond to questions to make their own predictions. On these occasions, opportunities to extend their communication skills further are limited.

- Children benefit from daily opportunities for fresh air and exercise as they play outside in the childminder's garden or visit local parks. She ensures that children have a wide range of experiences to encourage them to be active. For example, children show their delight as they throw the beanbags into coloured hoops. They develop their muscles and coordination as they run around the garden. Children giggle with excitement as they pop the bubbles. These experiences help children to develop their physical skills well.
- The childminder regularly reflects on her practice and engages in training to support her own professional development. This helps to strengthen her teaching and enhance children's learning further. For instance, following recent training on oral health in the early years, she has introduced daily activities to help children understand the importance of good health, including tooth brushing.
- Parents speak highly of the care their children receive and appreciate the childminder's regular communication, including updates on their children's next steps in learning. The childminder provides practical advice to support learning and development at home. For example, she recently shared guidance on promoting a healthy diet for children's packed lunches. This strengthens the consistency between home and the setting.
- Children build strong, positive relationships with the childminder. The childminder responds promptly and sensitively when children become shy or reserved. She offers reassurance, helping children to feel safe and secure. This support encourages children's positive engagement in learning.

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:

- review the organisation of the environments to help increase children's focus and attention during their play
- strengthen the use of effective questioning skills to give children more time to think and respond to questions, and enable them to share their thoughts and ideas.

Setting details

Unique reference number	315084
Local authority	Warrington
Inspection number	10398182
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	8 October 2019

Information about this early years setting

The childminder registered in 1993 and lives in the Woolston area of Warrington. She operates from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that 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 curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact 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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