

Childminder report

Inspection date: 9 July 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 are happy, settled and are eager to play in the exciting and nurturing environment that the childminder offers. They work together to make tall towers, carefully counting each brick. Children further demonstrate their growing knowledge of number as they correctly identify numbers on wall charts around the room. They delight in each other's success, praising their friends as they find and name numbers. Children have formed close bonds with each other and with the childminder, who joins in their play and acknowledges their achievements. This helps children to be confident. Children chatter to each other as they play and demonstrate good manners. Behaviour is generally good.

The childminder has clear intentions for children's learning. She plans her curriculum with a focus on supporting children's independence. Children become increasingly competent in managing their own needs such as toileting and putting on their shoes. They develop a 'can-do' attitude. The childminder takes children on trips and outings, such as toddler groups. She plans these outings to give children opportunities to socialise in a larger group. Children learn to take turns, and they share resources. These experiences help children develop skills in readiness for their eventual transition to school. The childminder supervises the children well, and she encourages them to consider being safe as they play. For example, children remind each other to make sure they have enough space when doing physical activities, such as climbing and rolling, so they do not crash into each other. Children build their knowledge of ways to play safely.

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

- The childminder plans her own learning to improve her own practice. For example, she has recently completed training on communication, which has helped her to assess and monitor children's understanding of language. In addition, she attends short courses and has regular discussions with other childminders to keep her knowledge current and share good practice.
- Overall, the childminder uses her knowledge of children's current abilities to plan learning. For example, she offers children experiences where they squeeze, mix and scoop items to support their dexterity and finger strength. However, occasionally, during free play, learning is less sharply focused. As a result, the most able children sometimes complete tasks with ease. They lose interest and wander from activities. During these brief periods, learning is not planned well enough to help all children remain engaged and make continual progress
- The childminder supports children to remember what they have previously learned. For example, children recall a past experiment on mixing colours. They use this knowledge during the day to make purple foam. Children retain knowledge that supports their future learning.

- Overall, children's behaviour is good. For example, older children demonstrate good negotiation skills as they work together. Parents comment on the kind and caring behaviour of the childminder. Children copy this. For example, older children take delight in looking after their younger friends. Even the youngest children help with tasks such as tidying toys. The childminder gives consistent praise. This helps children know and understand expectations.
- The childminder knows the importance of developing large muscles before aiding more precise, smaller movements. Children regularly enjoy climbing, crawling, scooting and running as they play outdoors. Furthermore, the childminder supports children's knowledge of healthy lifestyles through discussions about healthy foods and good oral hygiene. Children begin to develop their knowledge of ways to stay healthy.
- The childminder helps children to consider the similarities and differences in their families. She encourages children to discuss their different homes and family make-up. Children build their knowledge and interest in families beyond their own. This helps to prepare children for life in modern Britain.
- The daily routine is well planned with careful consideration for keeping children engaged throughout. For example, children are encouraged to help set the table before lunch, putting their water bottles on the table and finding a chair. At other times, the childminder directs children to do 'jobs' which they thoroughly enjoy such as putting out the jigsaw puzzles. This helps children to maintain their interest and engagement during transitions.
- Partnerships are good. Parents say communication is 'excellent', and they feel well informed about their children's activities and progress. They say their children 'thrive academically, socially and emotionally' in the care of the childminder. In addition, the childminder has built good partnerships with teaching staff at the local school and with other settings where children attend. This helps support children's care and 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:

- plan learning with a consistently sharp focus on each child's current ability so that all children remain engaged in learning to support their continual progress.

Setting details

Unique reference number	315848
Local authority	Warrington
Inspection number	10398492
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 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	25 October 2019

Information about this early years setting

The childminder registered in 1999 and is located in Grappenhall, Warrington. She holds an appropriate qualification at level 3. The childminder opens from 8am to 6pm, Monday to Friday, all year round, with the exception of bank holidays and family holidays. The childminder provides government-funded places.

Information about this inspection

Inspector

Lynn Richards

Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors.
- Parents and school-age children 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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