

Childminder report

Inspection date: 9 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 are happy, self-assured and settled at this lively and welcoming setting. The childminder and any assistants she works with share a clear vision for all children in their care to be happy, healthy and safe and to make good progress 'in a joyful way'.

Children listen and watch attentively as the childminder uses a set of pictures to explain the activities and routine of the day. There are clear expectations for children's behaviour. Children sit safely in their chairs. They wait for others to finish what they are saying before they speak and politely listen to their friends. Later in the day, children reflect on and discuss their positive behaviour. As a result of these well-understood routines and high expectations, children behave very well.

The childminder takes every opportunity to support children to develop their early language and communication as part of her curriculum. Babies clap their hands in delight and smile when listening to a familiar song. Children join in, singing enthusiastically as the song is played. They proudly glance at the adults in the room as they sign and sing. These activities support children to develop good speaking and listening skills and prepare them for early reading.

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

- The childminder develops a thoughtfully planned curriculum. She gathers information from parents and carers about their children when they start at the setting. The childminder carefully assesses children's current stage of development. She meticulously plans activities that support children to reach their next steps in development. However, occasionally, the childminder does not match activities to younger children's age and stage of development. For example, during a painting activity, babies lose interest as it does not fully meet their needs. At these times, children's progress is less secure.
- The childminder takes every opportunity to bring numbers and counting into activities. Babies are fascinated as they look at the horses in the field beyond the garden. The childminder talks about how many horses there are. Children mark out the numbers for a game on the path in the garden and count as they climb the steps of the slide. This supports the development of children's early mathematics knowledge and skills well.
- Overall, the childminder supports children to be independent. Children help themselves to a drink when they are thirsty and help to prepare their own snack. When they need to change their shoes, the childminder encourages them to try to do this by themselves before helping them. However, at other times, in her enthusiasm to start or continue with activities, the childminder does things for children that they could do for themselves. For example, she does not encourage

children to wipe their own noses or put aprons on by themselves. At these times, children's independence skills are less well supported.

- Children learn about healthy lifestyles. They prepare a range of fruit at snack time and talk about the importance of eating a variety of fruit and vegetables. Children know that they need to drink from their water bottles regularly in order to stay hydrated. They have great fun taking part in a workout session in the garden, enthusiastically jumping, lunging down and balancing on one leg. These activities promote children's understanding of self-care and support them to make healthy choices.
- Children get plenty of fresh air and exercise during the daily outdoor play sessions. Children run and chase each other around the garden, push themselves on swings and carefully climb the steps to the slide. They push a toy lawnmower up and down the grass. Babies giggle with excitement as they sit at the top of the slide and slide down into the childminder's arms. Children bend down, tightly grasping huge chinks to mark out a hopscotch grid on the path. The childminder uses these experiences to develop children's physical skills and confidence in moving and exploring.
- Parents report that they work in a positive partnership with the childminder and that their children are happy and settled. Parents appreciate the warm and caring environment of the childminder's home and say that they 'treasure' the way in which the childminder treats every child as an individual.

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:

- consider ways to adapt activities and learning experiences to meet the needs of younger children and enhance their learning even further
- offer children further opportunities to develop their independence skills by consistently allowing them to carry out more tasks for themselves.

Setting details

Unique reference number	EY250351
Local authority	Cheshire East
Inspection number	10407325
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	12
Number of children on roll	22
Date of previous inspection	6 January 2020

Information about this early years setting

The childminder registered in 2001 and lives in Warmingham, Cheshire. She operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers the government funded places for childcare. She holds a relevant qualification at level 3. The childminder works with an assistant.

Information about this inspection

Inspector

Sarah Gower-Jones

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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