

Childminder report

Inspection date: 27 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and settled at this lively childminder's house. In the outdoor area they choose from a range of sit-on vehicles such as balance bikes and go-karts. Children travel confidently around, laughing and chattering to each other as they go. There are clear expectations for behaviour. When children occasionally take toys from others or are unwilling to wait their turn, the childminder quickly steps in and reminds them of the importance of sharing or taking turns. This ensures that children behave well.

Children enjoy an activity where they are challenged to find coloured pom-poms and transfer them to a matching coloured bowl using tweezers. At the same time, younger children play with bigger pom-poms, putting them into a cup and then emptying them out again. The childminder is full of encouragement as the children concentrate hard whilst lifting the pom-poms into the bowls. When all the pom-poms are collected, the children carefully count them and discuss who has the most. The children then use pegs to pick up the pom-poms, squeezing the end of the pegs hard to get them to open. This promotes children's hand eye co-ordination and helps them to develop their early Mathematics skills well.

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

- The childminder plans and delivers an ambitious curriculum for all children. She tracks children's progress carefully and plans a range of interesting activities to support them to achieve their next steps. Children with any special educational needs and/or disabilities (SEND) are well supported. The childminder liaises closely with other early years specialists and agencies to ensure that she has the advice which she needs to give all children the very best support. This ensures that all children make good progress.
- The childminder gives children lots of opportunities to develop their physical skills in the outdoor space. They bounce up and down on the trampoline and enjoy playing on the swings and slide. They use different sized tools to fill up containers with sand. However, the same consideration is not given to all aspects of the curriculum outdoors. This means that children who prefer to learn outside are not fully supported to do so in their preferred learning environment.
- The childminder supports children's communication and language very well. She talks to the children about what they are doing or what they can see. She asks a range of open and closed questions and gives the children plenty of time to respond. She introduces interesting vocabulary such as the word 'segment' when cutting up oranges at snack time. She works in partnership with speech and language therapists to support children's early language where appropriate. This ensures that the development of children's communication skills is secure.
- Overall, children's independence skills are well developed. They help to tidy up

the toys and help themselves to a drink of water from their water bottles. However, occasionally, the childminder does things for the children, such as wiping their noses or cutting up their snack, which they could do for themselves. At these times children do not have consistent opportunities to further develop their independence skills.

- The childminder takes the children on a range of trips and visits. They walk to nearby parks and outdoor spaces and travel by train when going further afield. Children excitedly look at photographs of themselves on a day trip to a Gruffalo trail, which the childminder planned to enhance their understanding of the story. Children talk about finding 'fairy houses' on a tree in a wood and how they needed to stay very quiet to encourage the fairies to come out. These experiences help to develop children's understanding of the world and encourage their imaginative thinking.
- Children are supported to be healthy at the childminders house. They know that they need to help themselves to their drink of water to stay hydrated. They choose from a range of fruit at snack time and get plenty of fresh air and exercise in the outdoor area and on regular walks. Parents are highly appreciative of the range of healthy and nutritious home-cooked meals which the childminder provides. This supports children to develop healthy lifestyle habits.
- Parents speak highly about the childminder, describing her as 'amazing' and 'like magic'. They appreciate the positive partnership which the childminder promotes between herself, parents and other agencies in order to get the best possible support and advice for all children. This ensures that all children make secure progress.

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:

- develop the curriculum for outdoor play further to extend learning opportunities for children during their time spent outdoors
- provide children with consistent opportunities to develop their independence skills even further.

Setting details

Unique reference number	EY257543
Local authority	Cheshire East
Inspection number	10399643
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	10 December 2019

Information about this early years setting

The childminder registered in 2003 and lives in Crewe, Cheshire. She operates all year round from 7am to 6pm, Monday to Friday, except for family holidays. The childminder has a relevant qualification at level 3.

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 EYFS curriculum.
- 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, and assessed the impact that this was having 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.

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