

Childminder report

Inspection date: 1 August 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 has strong attachments with children. This is clear from children's relaxed and confident behaviour. Children approach the childminder for reassurance and help, when needed during the day. The childminder offers a safe home-from-home environment in which children play happily. The childminder encourages children to make independent decisions about what they want to play with. Children are happy and cheerful and know they can readily approach the childminder for support, if needed. For example, they request specific resources to use in their play, which the childminder eagerly helps them to locate.

The childminder is actively involved with the children as they play. She joins in with their imaginative games. The children show their delight with giggles and laughter. Children benefit from a curriculum with a strong emphasis on creativity. They seize daily opportunities to paint pictures, join in with songs and tell imaginative stories through role play. The childminder is an excellent role model and demonstrates consistency in her approach to behaviour and conduct. Children demonstrate positive attitudes towards their learning. They share toys and turn take in the games they play. Children use good manners as they say please and thank you routinely in their conversations. Children are developing respectful attitudes.

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

- The childminder has a good understanding of how children learn. This helps her to deliver the curriculum well and to monitor children's progress effectively. She identifies and works hard to quickly close emerging gaps in children's learning. This helps children to make good progress in their learning and development.
- The childminder is extremely passionate about her role. She strives to constantly develop her knowledge and understanding. The childminder eagerly accesses training and continuous professional development to further strengthen her skills. Recent training has improved her confidence in planning activities to enhance children's mathematical development. The childminder fosters effective working relationships with professionals, including other childminders. This approach creates strong practice, which benefits all children.
- Generally, the childminder supports children to develop their communication skills. Children hear an abundance of new words as they play and the childminder models good language. However, the childminder does not always give children time to respond to the questions she asks. This means that children do not consistently have time to process their thoughts and engage in meaningful back-and-forth conversations.
- The childminder plans activities to help children develop their physical strength and dexterity. She helps children build their hand-eye coordination as they pour water, pump spray bottles and squeeze paint from tubes. They develop control

and precision as they use tools to create shapes in dough. These activities help children develop strength in their hands to prepare for early writing. They develop the physical skills they need as they prepare for the eventual move to school.

- The childminder shares information with parents about their children's day and what they enjoy. However, she does not routinely give ideas of activities that parents can do at home to help support their child's learning. This means parents are not always given clear information on how to promote children's learning and development.
- The childminder plans a range of real-life activities for children. She teaches them about their local community and the world around them. Children access an array of experiences they might not usually get. For example, the childminder organises outings to local parks and farms. Children enjoy celebrating a range of cultural festivals and learning about differences in families. These experiences support children to enjoy meaningful learning in their early education.
- The childminder promotes good hygiene routines. When toileting, she reminds children to flush the toilet and wash their hands. Children have daily opportunities to enjoy the fresh air as they spend time in the childminder's garden. They help themselves to drinks of water throughout the day and the childminder provides them with healthy snacks. Children learn how to keep themselves healthy.

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:

- embed strategies to support children's communication and language development
- share information with parents on how they can support children's learning at home.

Setting details

Unique reference number	EY266868
Local authority	Warrington
Inspection number	10394873
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 12
Total number of places	6
Number of children on roll	11
Date of previous inspection	30 September 2019

Information about this early years setting

The childminder registered in 2003 and lives in Great Sankey, Warrington. She operates from 7.30am to 6pm, Monday to Friday, all year round, except bank holidays and family holidays. The childminder holds an appropriate childcare 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 the early years foundation stage curriculum.
- Parents shared their views of the setting with the inspector.
- Children spoke with the inspector during the inspection.
- The childminder and the inspector carried out a joint observation during an activity.
- 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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