

Childminder report

Inspection date:

25 September 2025

Overall effectiveness	Good
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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 confident and happy with the childminder. They arrive smiling and are sometimes reluctant to leave because of the fun they have with their friends. All children make good progress through a broad curriculum. They enjoy a wide variety of learning opportunities that the childminder tailors to their needs. The childminder has high expectations of children's behaviour. She motivates children to learn through play and activities that incorporate their individual interests. Children are eager to share their achievements, showing a sense of accomplishment as they beam with pride.

The childminder ensures that children are safe in her setting and on outings. Children have freedom to explore the safe and homely learning environment. She helps children to learn how to keep themselves safe by teaching them about road safety. Children learn through a wide range of experiences. They enjoy collecting apples from a local orchard, meeting their friends through local groups and observing the changes in nature during walks in the woods. The childminder encourages children to be physically active throughout the day. She balances this with rest as children snuggle up to read a book.

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

- The childminder delivers a sequenced curriculum. For example, she supports young children to handle spoons, hold chunks of chalk and complete jigsaws to develop their fine motor skills for future writing. This sequenced learning gives children the skills they need to be ready for school.
- The childminder supports children to learn through play. They collect conkers in the woods, then count them, use them to fill containers and slide them through tubes. Children learn new vocabulary, such as 'light' and 'heavy', as they compare the conkers to pumpkins. Children are enthusiastic and motivated to learn.
- The childminder knows each child well. She works closely with parents and carers to review children's learning and target any areas they need support to develop. The childminder adapts the support she gives to children at different ages and stages. This helps all children to make good progress.
- The childminder promotes children's communication and language development. She listens closely when children speak and models the new vocabulary they can use. The childminder gently supports children to pronounce words correctly. She asks them questions to extend their communication skills. Children talk with confidence and are beginning to use a wide vocabulary.
- The childminder prioritises children's emotional well-being. She gives each child close and nurturing care, and children feel confident to explore. This practice supports children to feel happy, confident and ready to learn.

- In general, children's behaviour is positive. However, sometimes, children find it difficult to share, take turns and cooperate with the childminder's requests. Although the childminder has recognised the need for support in this area and has started to use some strategies, she does not use these consistently. This makes it difficult for children to understand the expectations for their behaviour and manage their emotions.
- The childminder encourages children to do tasks for themselves. Children learn to put on splash suits and boots ready for outdoor play. They know how to find their own water bottle by looking for different shapes on the label and, later, the first letter of their name. Children help to wash and dry their own hands. This helps children to develop their independence.
- The childminder teaches children how to keep themselves healthy. She teaches them a song to remind them to sit down and chew their food to avoid choking. The childminder talks to children about the importance of drinking lots of water after exercise. She provides healthy snacks, such as a choice of fruit and crackers. This helps children to understand how to make healthy choices.
- The childminder has effective relationships with parents. They enjoy hearing about the activities children do and sharing in their learning. The childminder establishes open lines of communication to ensure that children receive support with all areas of their development and well-being.

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 curriculum to ensure that children receive clear and consistent messages about the expectations for their behaviour and how to manage their feelings and emotions.

Setting details

Unique reference number	EY310954
Local authority	Cheshire East
Inspection number	10408033
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	23 January 2020

Information about this early years setting

The childminder registered in 2005 and lives in Knutsford, Cheshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Natalie Myatt

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the 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.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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