

Childminder report

Inspection date: 5 June 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

This warm and nurturing childminder creates a happy, home-from-home environment where children play and learn with joy. Children are warmly welcomed into the setting and form strong, secure attachments with the childminder. The childminder builds trusting relationships with both children and their families, helping children feel safe and emotionally secure from the start.

Children are highly engaged in their play. The childminder provides opportunities that are closely aligned with each child's developmental stage and interests. For example, children who are fascinated by puzzles are encouraged to explore them over extended periods, carefully placing pieces together and discussing the pictures they create. These purposeful activities support children's critical thinking, develop fine motor skills and enrich vocabulary. Children take great pride in sharing their personal scrapbooks, enthusiastically talking about photos and recalling past learning and experiences.

Children benefit from a broad range of activities that promote active lifestyles and healthy habits. They take part in planned daily physical activities before lunchtime. Good hygiene practices are embedded into daily routines, with each child using their own towel, confidently recognising it after handwashing. The childminder also nurtures children's understanding of the wider world by helping them to learn about cultural festivals. Recently, children explored traditions linked to Diwali and Ramadan, learning about different customs and communities.

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

- The childminder builds partnerships with local schools and pre-school settings that children attend. She has a good understanding of the skills children require to support their transition further. For example, the childminder ensures that children are confident and independent. Therefore, children receive a smooth transition into their next learning environment.
- The childminder has undertaken mandatory training, such as paediatric first aid and safeguarding. However, she has not focused her professional development on improving her teaching skills to a higher level to further support children's learning.
- The curriculum for communication and language is a strength of the childminder. She understands the importance of stories and rhymes in developing children's speech. Children hear a wide range of vocabulary as they play. For instance, as children role play as doctors, they are introduced to words such as 'thermometer' and 'temperature'. Furthermore, children have developed a love of books. They show they have favourites and can skilfully recall repeated refrains from 'Room on the Broom'.

- The childminder understands that young children learn through play. The childminder skilfully implements basic counting skills during activities. For example, she encourages children to count the number of cotton balls they need to plant their cress. Children learn to understand basic mathematical knowledge from a young age.
- The childminder supports children to become independent in their self-care. She uses her experience of working with children to assess and plan their next steps. For example, she works closely with parents to help children successfully potty train.
- Children's physical development is promoted well. Children excitedly jump up and down as they dance to familiar songs. They also regularly visit the local park, where they enjoy running, climbing and exploring the equipment. This helps to build children's confidence, balance and coordination, supporting their overall physical development.
- The childminder supports children to learn the rules of behaviour. She sets clear boundaries so children know what she expects of them, such as working as a team to tidy up and to be kind and polite to one another. The childminder gently reminds children to say 'please' and 'thank you'. This promotes good social skills and gives children a secure environment in which to learn and develop.
- Children show enthusiasm for learning. The childminder offers choices about their play. This ensures that children thoroughly enjoy activities and experiences. The childminder encourages children to try tasks for themselves. For example, children show resilience when they try to independently use the soap dispenser and turn on the tap. They develop the ability to keep on trying and have confidence in their own abilities.
- Partnerships with parents are strong. Parents speak highly of the childminder and the care their children receive. They are pleased with the progress that children make. They comment on how the childminder has supported their children, and they feel like part of the family. The childminder provides regular feedback to parents on what the children have been doing. This supports parents to continue their education at home.

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:

- identify relevant training and professional development opportunities to further enhance teaching skills and knowledge.

Setting details

Unique reference number	EY359791
Local authority	Warrington
Inspection number	10388675
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	4
Date of previous inspection	23 July 2019

Information about this early years setting

The childminder registered in 2007 and lives in Thelwall, Warrington. 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 offers the government funded places for children.

Information about this inspection

Inspector

Vicki Brown

Inspection activities

- The childminder talked to the inspector about her early years foundation stage curriculum and what she wants children to learn.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder and the inspector discussed professional development and how she evaluates her provision and the current areas that are identified for improvement.
- The inspector observed the interaction of the childminder and the children and the impact the teaching has on their learning and development.

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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