

Childminder report

Inspection date:

8 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

The childminder provides a warm and welcoming environment where children thrive. She works alongside a co-childminder, creating a close community where children feel secure and valued. Children benefit from dedicated indoor and outdoor spaces. They enjoy spending time with the childminder's dogs. The childminder teaches children to care for the tortoise. Children learn about the habitat he needs, the food he eats and hibernation.

Children are expressive and confident, showing they feel settled in the childminder's care. They form strong relationships with her and with one another. The childminder reads stories expressively, captivating children's attention. This helps to foster their love of books and language.

The childminder offers a rich curriculum that introduces children to the wider world. She provides experiences such as learning about different countries, going on outings and meeting a wide range of people. For example, children often walk in the local community, talking to the different people they meet. This helps to give children a sense of belonging in the wide world they live in.

Children behave well and respond positively to the childminder. They listen attentively, follow instructions and join in daily routines with enthusiasm. The childminder encourages children to take manageable risks. For example, she teaches children about road safety. When the road is clear, she allows children to practise their skills. This builds children's confidence and independence.

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

- The childminder provides a unique and well-planned curriculum that supports children's learning and development. She focuses on one country at a time and weaves all areas of learning into this theme. This helps children build a broad knowledge of the world, as well as new skills across different areas of learning.
- The childminder creates a language-rich environment. She uses stories, songs and conversations to extend older children's vocabulary and communication. For example, she reads books expressively and encourages children to join in with repeated phrases. This gives older children the confidence to talk, share ideas and develop a love of stories and reading. However, support for babies who are just starting to develop their language skills could be strengthened.
- The childminder adapts activities to meet the needs of all children. While older children go on a 'sea creature hunt' around the room, she offers babies a sensory tray. This is filled with water, shells and kale to represent seaweed. This helps to ensure all children can join in with learning activities. Babies benefit from sensory play, which builds their curiosity and supports their early learning.

- The childminder works alongside her co-childminder to set clear routines and expectations. Children know what happens next and respond well to guidance. For example, when it is time to tidy up, children listen carefully and help together. This supports children's good behaviour, listening and cooperation.
- The childminder provides many opportunities for children to explore their imagination. For example, children act out stories, make up their own games and use role play to share ideas with friends. This develops children's creativity and helps them express themselves with confidence.
- The childminder supports children's health and well-being. She encourages healthy lunches and gives children opportunities to be active outdoors. This helps children to understand how to keep themselves happy and healthy.
- The childminder works closely with parents and builds strong partnerships. She communicates clearly with them about children's routines and offers support with toileting, eating and daily care. Parents say they value her consistent guidance, particularly when supporting children who may be vulnerable. This helps children experience continuity between home and the setting.
- The childminder encourages children to be independent. For example, when the sun is shining, children collect sun hats and make sure there is one for every child. This helps them learn to manage their own needs and think about the needs of others.
- The childminder reflects carefully on her practice. She takes time with her co-childminder to review the provision and identify what could be improved. For example, she completes all statutory training and conducts her own research into the neuropsychology of children and parenting. However, the childminder has not explored additional training that would have a demonstrable impact on her work with children, to develop her practice further.

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:

- strengthen the communication and language support for babies, thinking about key words and repetition to encourage babies as they start to communicate verbally
- enhance plans for training and development to ensure children continue to benefit from high-quality learning experiences.

Setting details

Unique reference number	EY411573
Local authority	Warrington
Inspection number	10399190
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	6
Number of children on roll	11
Date of previous inspection	22 November 2019

Information about this early years setting

The childminder registered in 2002 and re-registered in 2010. She works with another registered childminder at her house in Stockton Heath, Cheshire. The childminder operates Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 3. The childminder provides funded early education for children aged from nine months to four years.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- The childminder and inspector completed a learning walk together and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to the childminder at appropriate times during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.
- The inspector and childminder carried out a joint observation.
- 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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