

Childminder report

Inspection date:

9 July 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy playing with the available resources and show moments of engagement, such as pouring water into the water wheel or using role-play props, like the doctor's set. They access a range of toys and benefit from outdoor play that supports their physical development. However, the childminder does not plan learning with structure or intent. Activities are often based on children's immediate interests rather than being thoughtfully sequenced to build on what they already know and can do. As a result, learning is inconsistent.

Children have good relationships with the childminder. They confidently invite her to join in with their play and seek her out if they need help or reassurance. Children also benefit from visits into the community, such as to the shop. They also meet up regularly with other children at local playgroups, supporting their social development. The childminder wants children to feel happy and develop respectful relationships. However, children are not consistently taught how to share or manage social situations, which leads to minor conflicts and hinders their ability to stay fully engaged in their learning. While children develop positive attitudes towards good health, hygiene routines are not always followed or modelled by the childminder, impacting children's health and understanding of self-care. Although the childminder completes mandatory training and maintains warm relationships with families, her limited understanding of the learning and development requirements restricts her ability to raise the quality of education.

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

- The childminder has identified that her main priority is for children to feel happy in her care. She is aware of some of the knowledge and skills she wants children to develop. However, she does not ensure that learning opportunities are planned effectively to support individual children's progress. She does not consistently build on what children know and can do to provide opportunities for them to consolidate and extend their learning. This results in children's learning often being by chance, rather than it being structured and sequenced.
- The childminder ensures mandatory training, such as safeguarding and paediatric first aid, is kept up to date. However, she has not accessed training or support in relation to her knowledge and understanding of learning and development requirements. This limits her ability to support children to make as much progress as possible.
- The childminder has some rules in place to promote children's positive behaviour. She is keen to ensure that children develop respect for others and belongings. For example, she encourages children to show respect for the resources provided and work as a team to tidy as they go. However, children are not consistently supported to learn how to share and take turns. This leads to

minor disagreements between children and hinders them from becoming fully engaged in their learning.

- Overall, the childminder supports children's good health. Children have access to their own individual water bottles, helping to ensure they remain well hydrated throughout the day. The childminder also promotes sun safety, with children learning about the importance of keeping safe in the sun. However, hand-hygiene routines are not implemented consistently. Children do not always wash their hands before eating, and adults do not consistently model this practice. These inconsistencies mean children's understanding and adoption of good hygiene habits are not always fully supported.
- Children spend time concentrating to complete puzzles and matching activities. They build towers and shapes with the construction bricks. The childminder joins in with their play, encouraging them to build higher and narrating what they are doing. She talks to children during play and daily routines, helping to promote communication. However, interactions rely on direct questioning. This means that children have fewer opportunities to think more deeply and express their own ideas freely.
- The childminder does not always identify when there are improvements that could be made to their practice. As such, this impacts their ability to ensure that the requirements for learning and development are met at all times.
- Children have opportunities to develop their physical skills in the garden. For example, they enjoy using watering cans to care for plants, which helps strengthen their coordination and fine motor skills. Playing with water at the water table further supports their hand-eye coordination and control as they pour, scoop and experiment with different containers.
- Partnerships with parents are secure. 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 she has supported their children. The childminder provides regular feedback to parents on what the children have been doing. This supports parents to continue their children's 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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure professional development opportunities focus on improving knowledge and understanding of the learning and development requirements of the early years foundation stage.	13/08/2025
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To further improve the quality of the early years provision, the provider should:

- strengthen behaviour management strategies so that they are consistently implemented to help children to learn boundaries and expected behaviour
- promote children's good health through providing consistent hygiene routines and taking steps to minimise cross-infection
- plan and implement a coherent and well-planned curriculum for children that builds on what they already know and can do to support their progress and development.

Setting details

Unique reference number	EY428260
Local authority	Warrington
Inspection number	10392307
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	15 August 2019

Information about this early years setting

The childminder registered in 2010 and lives in the Grappenhall area of Cheshire. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Vicki Brown

Inspection activities

- The inspector observed the interaction of the childminder and the children and the impact the teaching has on their learning and development.
- The inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for 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.
- Children spoke to the inspector during the inspection.

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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