

Childminder report

Inspection date: 4 March 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in the home of this nurturing childminder. The welcoming nature and warmth of the childminder helps children to feel safe and build strong relationships. The childminder has created an inspiring setting, where children are excited to explore and indulge in the activities and resources that have been carefully selected for them. Children demonstrate curiosity about small-world animals and take matching animals to the childminder. She talks to children about the difference in sizes and helps them to identify 'big' and 'small'.

Children demonstrate excitement and positive attitudes towards learning. They talk about their happiness in the childminder's home and the resources that they enjoy exploring. Children play harmoniously with their peers and show each other how to use and care for resources. They seamlessly follow routines and demonstrate pride in their ability to tidy away resources independently.

The childminder creates an abundance of enriching opportunities for children to develop physically. They practise throwing beanbags to a target and develop strength and stamina as they practise pedalling the wheels of trikes. Children explore the sand together. The childminder hides objects and provides clues that support their understanding of positional language. Children work together to transport and fill containers with sand. The childminder comments and asks questions about the changes in weight when the containers are full.

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

- Children thrive in the home of the attentive childminder. Her unique curriculum immerses them in a communication-rich environment where they are exposed to a culture of positive reinforcement and repetition of language. The childminder encourages a love of books. Children sit and listen attentively and take part in the rhythm of stories. They discuss the pictures and theme of the story. Children copy language and practise new vocabulary as they speak to their friends.
- The childminder carries out thorough assessments of children to help her plan for their emerging needs. She takes swift action if she has concerns about a child's development and works with families to make appropriate referrals to outside agencies. The childminder has a robust knowledge of children's next steps. She uses this information to share activities with parents and plan stimulating activities for the children in her home. The childminder creates activities that promote curiosity about number. Children practise counting objects up to 10 and matching numerals to quantity.
- The childminder is in tune with children's needs and current development. She supports positive attitudes towards children's health, including trips to the dentist. The childminder creatively engineers discussion about how to maintain

healthy teeth. Children tell her that they must brush their teeth every day. The childminder praises them and explains the importance of a healthy diet in maintaining good oral hygiene. At lunchtime, children help to prepare their own meals. They use tools with precision to make their own sandwiches and chop their own fruit. This supports children to develop positive attitudes towards independence.

- The childminder is highly skilled at differentiating activities to offer enrichment and challenge to each child. She maximises every moment to be a learning opportunity. For instance, when children show interest in the bubble mixture, the childminder supports them to strengthen their muscles by turning the lid themselves. As children start to blow bubbles, the childminder expertly teaches them to make the 'p' sound as they blow bubbles. This supports the development of essential speech sounds. As a result, all children make excellent progress.
- The childminder recognises the importance of smooth transitions to support children's emotional well-being. She offers unique settling-in sessions that cater for children's individual needs. These include gathering essential information about children's routines and preferences. This helps children to settle well and feel cared for. The childminder extends this to transitions to school, where she invites teachers to her setting to get to know children well. This helps children to build early relationships and trust for the next stage in their education.
- The inspirational childminder has developed positive partnerships with all parents. She embraces parents' input about their children's interests and experiences and uses this to enhance children's learning. Parents speak fondly of the childminder and the unique bond that she has with their children. Parents express their gratitude for the daily communication that they receive and the variety of outdoor opportunities that they take part in.
- Children benefit from weekly opportunities to develop their confidence in social situations and learn about the community. They walk to the library and take part in rhyme times. Children practise essential skills, such as attention and listening. They meet different members of the community and learn about the differences between people. The childminder embraces all opportunities to teach children about the diverse world that they live in.
- The childminder expertly reflects on her practice in order to evaluate the activities and opportunities that she offers to children. This helps her to make appropriate adaptations that benefit children. The childminder attends regular training to update her knowledge and skills, and she has a positive vision for the future of her setting. She strives to consistently grow and develop in order to offer new opportunities to the children who attend.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY476510
Local authority	Cheshire West and Chester
Inspection number	10372489
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	5
Date of previous inspection	23 April 2019

Information about this early years setting

The childminder registered in 2014 and lives in Barnton, near Northwich, in Cheshire. She works from 7.30am to 6pm, Monday to Thursday, all year round except for bank holidays and family holidays. The childminder provides funded early education for children from the age of nine months. The childminder has a relevant early years qualification at level 3.

Information about this inspection

Inspector

Ali Myers

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the 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.

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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