

Childminder report

Inspection date: 5 September 2025

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

What is it like to attend this early years setting?

The provision is good

Children show that they feel happy and relaxed at the setting. They build strong relationships with the childminder, who knows them very well. Children enjoy participating in a variety of experiences. For instance, they like playing with dolls and pretending it is a birthday party. The childminder helps them to count the candles on the cake and recall how old they are. This helps to support children's imagination and early mathematical skills. Children also enjoy drawing on a drawing board and receive good support to discuss their self-portrait. The childminder helps them to discuss their hair and eye colours and how they are feeling. This helps to develop children's early drawing skills and builds their self-esteem. Furthermore, children show good focus and attention when exploring and matching different coloured pom-poms using tongs. This fosters children's hand-eye coordination and awareness of various colours and sizes.

Children behave well and show positive engagement as they play and learn. The childminder provides encouragement and praise and clearly explains what will happen next. Consequently, children enjoy joining in and develop a good understanding of the routine and boundaries of the setting. Children have frequent opportunities to broaden their awareness of their community. The childminder organises exciting outings, for instance, to the farm, the beach and to safari parks. This supports children's knowledge and understanding of the wider world.

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

- The childminder engages in an extensive range of training and professional development to support her practice. This is evident when she attends webinars and courses about planning and assessing children's development and boosting their communication and language skills. Her ongoing commitment to enhancing her knowledge and skills helps to improve outcomes for children.
- The childminder works in partnership with other professionals to help children with additional needs. She actively promotes positive relationships with other settings that children also attend to ensure collaborative working and smooth transitions. This helps to promote continuity in children's care and education.
- Children have frequent opportunities to interact with other children. The childminder has built a good network and frequently meets up with other childminders. This means children have regular opportunities to visit the park, soft-play centres and engage in sunflower trails. This supports children's social development and helps them to lead active and healthy lifestyles.
- The childminder offers a varied curriculum of activities. She seeks information from parents about children's current interests and plans experiences to capture their attention and help them to close any gaps in their learning. Children make good progress during their time at the setting.

- Children have frequent opportunities to play outdoors and develop their physical skills in the garden. They enjoy playing on the slide and riding on scooters. This supports children's stamina, balance and coordination effectively. However, children have fewer well-established opportunities to learn through their senses and access all areas of learning during outdoor play at the childminder's home.
- The childminder frequently engages in conversations with children and introduces new vocabulary as they play. However, on occasion, she does not fully extend children's language development and knowledge to help them to make the highest level of progress.
- Children have good opportunities to learn about lives different to their own. They enjoy celebrating a range of cultural festivals and learning about differences in families. For instance, the childminder plans activities to help children learn about Chinese New Year, such as food tasting and making lanterns. This helps children develop an awareness of diversity and different backgrounds.
- Children show they feel comfortable and secure. They illustrate that they enjoy their time at the setting as they frequently laugh with the childminder. They also listen and behave well and help to tidy up when they have finished playing.
- The childminder keeps her home safe and clean for children's use. She carries out daily checks both indoors and outdoors. The childminder supports children to learn about good hygiene practices effectively.
- Positive partnerships with parents are well established. Parents state they are very happy with the provision. They express that they fully appreciate the home-from-home environment and value the childminder's care, advice and good communication. Parents also highlight that their children love attending and are making good progress.

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:

- build on opportunities for children to learn through their senses and experience a wider range of areas of learning during outdoor play
- further strengthen interactions and focus even more closely on extending children's language skills and knowledge to help them to make the best possible progress.

Setting details

Unique reference number	EY298117
Local authority	Halton
Inspection number	10390030
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	3 to 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	15 January 2025

Information about this early years setting

The childminder registered in 2005 and lives in Widnes. Her provision operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Wilkinson

Inspection activities

- The childminder and the inspector had a discussion about the curriculum, ethos and values of the setting.
- The inspector carried out a number of observations and evaluated the teaching and learning experiences.
- The inspector held a discussion with the childminder about how she keeps children safe.
- A range of documents was viewed, such as Disclosure and Barring Service certificates for the childminder and her household members and her first-aid certificate.

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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