

Childminder report

Inspection date: 11 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder puts her philosophy of 'helping children to be happy and independent individuals' into action at this setting, which is what makes it so welcoming. Children demonstrate high levels of energy and excitement as they enter the well-resourced setting. They develop strong emotional attachments with the childminder when settling in to this home-from-home setting. For example, children bring in familiar items from home and the childminder provides lots of cuddles and reassurance, so that children feel safe and secure from the start. The childminder's interactions ignite children's thirst for learning. For example, she colours the water in the water tray so that children cannot see different objects and asks children to pick them out and describe them. For example, the children pick out a starfish and count the rays. This supports children's problem-solving, mathematical and thinking skills.

Children receive high-quality interactions from the childminder. They have high levels of self-esteem and are extremely confident. The childminder has high expectations, a nurturing manner and well-established routines to support children's excellent behaviour. Children's emotional well-being is supported very well. The childminder encourages children to think and communicate. For example, the childminder and children discuss their emotions in 'The Colour Monster' book activity. Children confidently describe their emotions and discuss what might make them feel happy, sad or angry. As a result, children are beginning to understand their feelings and emotions and use language to express how they feel.

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

- Children have a broad vocabulary. They use language to communicate their needs and to explore their understanding of ideas. The childminder consistently uses every opportunity to model language and support children with their communication. She has high-level conversations and interactions with children, supporting them to make good progress. For example, when she teaches children where milk comes from, she extends their understanding as she introduces new vocabulary, such as 'udders'.
- Overall, children have positive attitudes to learning. They benefit from a broad and balanced curriculum, which is designed to build on what children know and can do while taking account of their interests. However, the childminder does not always adapt her teaching practice to support the individual skills and capabilities of children during planned group activities. As a result, some children lose interest in their learning.
- Children develop their hand-eye coordination. They copy the childminder as she models transferring water from one container to another. When older children do this accurately, the childminder introduces smaller containers and pipette

droppers for children to use. This encourages children to concentrate and challenges their abilities. Children are supported to have a positive attitude to solving problems in their play. For instance, the childminder encourages children to keep trying when they are filling the smaller jugs with the large water jug. This results in children persevering and achieving their goal.

- The childminder has recently completed specific training on physical development strategies. The curriculum for physical development is ambitious, and the childminder includes yoga and dancing in the daily activities for mindful well-being. Children visit the local park, where they enjoy running, climbing and exploring the equipment. They also experience trips to the local play centres. This builds up children's confidence, balance and coordination, supporting their physical development.
- Children flourish and develop well. They show high levels of excitement and self-esteem while playing. The children follow instructions very well and use their prior knowledge and understanding to think critically. For example, children work together to stop the water overflowing in the mud kitchen. This supports children to learn to play cooperatively as they develop an understanding of their own needs and the needs of others and build friendships.
- The highly qualified childminder is passionate about her role in teaching children. She has a deeply embedded knowledge of child development and high expectations for all children. The childminder skilfully uses what she knows about the children to help them understand what they have learned and what they can remember. She constantly praises children and gives them constructive feedback. This helps children to reflect on their learning and reinforces their understanding. The childminder also reflects on and evaluates her practice regularly and uses training to help her continue to provide good-quality education.

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 planning and implementation of adult-led activities to focus more precisely on children's individual intended learning.

Setting details

Unique reference number	2724329
Local authority	Wigan
Inspection number	10399952
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	0 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Warrington. She operates all year round from 7.30am to 6pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for children aged from nine months to four years.

Information about this inspection

Inspector

Nicky Martin

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector held discussions with the childminder at appropriate times 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025