

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 ethos of this setting, 'helping children to build relationships with friends and become independent individuals', is what makes this childminder's setting so welcoming. Children flourish in her nurturing and inspiring environment. They are comforted and extremely well supported when they first attend. Their emotional well-being is given the utmost priority and children are very happy and settled as they are safe and secure. The childminder is highly skilled in supporting children who may need additional emotional support, for example through offering extra sessions to help children settle.

The childminder models and encourages respectful social behaviours, calmly supporting conflict resolution and emotional regulation in a way that children respond well to. This helps children to learn how to manage their emotions, resolve conflicts calmly and develop positive, respectful relationships with others that support future interactions. The childminder has a strong curriculum based on the children's needs and interests. Children are happy and confident and develop well. For example, they learn what foods are good and bad for their teeth and get a sticker when they brush their own teeth well. This supports children to develop a good understanding of the importance of oral health.

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

- The children demonstrate their motivation and increasing independence as they self-serve their own lunch and pour their own drinks. Some children need encouragement from the childminder, who praises their achievements by saying 'Good job.'
- The childminder encourages children to take an active part in their own self-care. Children are encouraged to take care of their own personal needs. For example, they independently wash their hands, wipe their faces then dispose of used tissues in the bin, and they use the toilet independently. This fosters children's self-care skills from an early age.
- Children show high levels of excitement and self-esteem while playing. They 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.
- The childminder's curriculum provides various opportunities for children to develop their physical skills. When playing outdoors on bikes and visiting the play centres and parks, they develop their large-muscle skills. At snack time, children develop their coordination and small-muscle skills as they peel and chop fruit, before putting any waste in the recycling. The childminder introduces new

fruits, such as mango, for the children to taste. These well-developed physical skills prepare children well for their future learning.

- Teaching is strong. The childminder creates an environment that supports the intent of an ambitious curriculum, but she does not always assess what children already know and use this to further extend children's learning. For example, she occasionally offers resources that are either beyond younger children's abilities or not well matched to their developmental stage. This results in some children losing interest in their learning.
- The childminder supports children to develop healthy lifestyles. She works with parents to offer advice and guidance to ensure healthy eating. The childminder provides healthy and nutritious meals and snacks. She explains to the children how food is nutritious for our bodies and helps us grow. For example, the children cut up bananas and mango at snack time and self-serve at lunch with the use of tongs.
- Training is high on the agenda in the setting. The childminder has recently completed specific training on physical development strategies. This has been embedded by increasing different activities to build strength, coordination and balance through play. Parents are sent home with activity sheets and then return their feedback, reflecting on how the activity went. The childminder also reflects and evaluates her practice regularly and uses training to help her continue to provide good-quality education.
- Parents' feedback is really excellent. They report that their children are settled and happy and that communication is strong. All parents said that their children have made lots of progress since starting and that they are supported to help children to continue learning 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 further improve the quality of the early years provision, the provider should:

- refine the planning of the curriculum to ensure that assessments of what children know and can do are consistently used to shape activities and resources, so all children remain motivated and challenged in their learning.

Setting details

Unique reference number	2724331
Local authority	Wigan
Inspection number	10399951
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 quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of a planned activity.
- Children talked with the inspector during the inspection.
- 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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