

Childminder report

Inspection date: 29 April 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are exceptionally happy to begin their day with this nurturing childminder. She spends time talking to parents, finding out how the child is feeling that day and what has been happening since they last met. She uses this information to talk to children about things they are interested in and plan a curriculum that will help build on their knowledge. Children show they feel safe and secure as they cheerfully wave goodbye to their parents.

All children make good progress with this childminder. She knows each child well and celebrates their strengths, talents and ideas. For example, she explains that children are good at solving problems such as where to store their toys or how to keep the sun off their heads as they play. The childminder supports children's positive behaviour and teaches them to use good manners.

Children enjoy meeting new friends at playgroups, visiting the zoo and eating their packed lunches at the park. The childminder is quick to support children's creative ideas. She helps them to organise chairs so they can drive an imaginary car to the beach and helps them choose the perfect play food for a beach picnic.

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

- The childminder delivers a broad and interesting curriculum often based on the natural world. For example, children count different fruits, practise the names of different flowers and learn how a bee makes honey. She ensures that the curriculum covers all areas of learning and that children are knowledgeable about a wide range of subjects.
- The childminder supports children's communication. She models good use of English and holds conversations with children throughout the day. She listens carefully to children and their ideas. Children make good progress and are confident to express their feelings, needs and new ideas.
- The childminder teaches children to remember what they have learned. She uses a range of strategies to help them recall past experiences and helps them make connections in their learning. Children accumulate the knowledge they need for school.
- The childminder uses assessment effectively to ensure that children are making good progress. However, she does not always use the assessments she makes to inform her teaching. For example, the childminder plans activities with broad learning outcomes rather than providing opportunities to focus on the areas each child needs for their individual next steps. This means learning experiences sometimes do not support children in the area they need support most.
- The childminder encourages creativity. She shows enthusiasm in children's role play and is quick to find resources as children explore crafts. Children enjoy

talking about colours, shapes and textures as they make their own butterflies. Children show pride in their creations, and the childminder praises their unique ideas.

- The childminder promotes positive behaviour. Children show care and consideration for their friends as they offer them drinks and help push their ride-on cars free from the mud. Children work as a team to complete jigsaws and are able to share and take turns with the childminder's support. As a result, children learn to manage difficult social situations.
- The childminder provides opportunities for children to practise independence. Children put their own belongings away, put on their own coats and find their own sun hats. Children show determination to keep trying when tasks are difficult, saying, 'I can do it myself!' This supports children's confidence and sense of self-esteem.
- The childminder supports children's emotional development through transitions. She has flexible and nurturing settling-in routines, which help children to feel at home. She works closely with families to help children with starting nursery, welcoming a new baby and moving home. Children talk about how they feel and develop resilience.
- The childminder establishes strong relationships with parents. She regularly shares comprehensive assessments of children's learning that help parents understand their child's progress. Parents feel the childminder is an extension of their family and trust her to keep children happy, safe and thriving in all areas.

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:

- precisely define children's next steps in order to meet them effectively during planned learning experiences.

Setting details

Unique reference number	322669
Local authority	Wigan
Inspection number	10380383
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	2 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	6 June 2019

Information about this early years setting

The childminder registered in 1997. She lives in a residential area of Wigan. The childminder operates all year round, from 7.15am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate level 3 qualification.

Information about this inspection

Inspector

Natalie Myatt

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- Parents and grandparents 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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