

Childminder report

Inspection date: 29 July 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	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive in this warm, inviting and homely setting. They demonstrate they feel safe, and ready to explore and learn. Children build strong and trusting bonds with the attentive childminder, who has a deep understanding of children and their families. Children show that they feel comfortable and at ease, displaying a clear sense of belonging. The childminder offers children cuddles and reassurance throughout the day.

The childminder sets high expectations for every child. She delivers a thoughtfully planned and ambitious curriculum. The childminder carefully considers the sequence in which children acquire new skills, with particular focus on supporting their physical development. For instance, children build their gross motor skills with confidence through a variety of activities in the childminder's garden and at soft-play centres. This helps to prepare children for their next stage in learning.

The childminder promotes children's communication and language development effectively. She engages them in purposeful conversations that broaden their vocabularies and deepen their understanding. For example, when children spot birds outside the window, the childminder encourages discussion by asking questions about what the birds might be eating. Children demonstrate positive behaviour. They respond well to the childminder's calm and consistent manner.

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

- The childminder has a detailed knowledge of all children. She works together with parents and carers to gather detailed information about children's individual routines, care needs and developmental starting points. This enables her to meet children's needs from the start. It also creates a smooth transition for children, helping them to build positive relationships with the childminder. Children settle quickly and begin learning with confidence.
- The childminder naturally uses mathematical language during children's play. She encourages children to identify shapes while completing puzzles. This supports their understanding of early mathematical concepts. However, on occasion, the childminder overly directs activities and limits opportunities for children to explore independently. This does not allow children to develop their own ideas and problem-solving strategies.
- The childminder encourages children to develop a love of reading. She provides a wide variety of books, such as sensory books, to encourage younger children to explore. This helps children to engage through touch and develop confidence in turning pages and handling books gently. Children build early literacy skills and develop positive attitudes toward reading.
- The childminder regularly supports children's social development. For example,

she plans regular outings to local parks, libraries and play centres. The childminder meets with other childminders and their children daily to encourage social interaction. This allows children to grow in confidence while building positive relationships with others. They begin to develop important social skills within their local community.

- The childminder promotes children's independence by encouraging them to choose their own resources. However, she does not consistently support to children to tidy up once activities are finished. As a result, the learning environment can become cluttered and distracting, which affects children's ability to maintain focus and engagement.
- The childminder supports children to develop healthy lifestyle habits. Children learn the importance of good oral hygiene and enjoy healthy nutritious snacks. The childminder helps children to understand the need for good hygiene routines, such as washing their hands after using the toilet and before eating. This helps children to gain the knowledge and skills to make healthy choices.
- The childminder keeps her mandatory training, including safeguarding and paediatric first aid, fully up to date. She works in partnership with other childminders to share ideas and continue to make improvements to practice. The childminder accesses local authority updates and considers local demographics when planning for children. This enables her to maintain her current knowledge and provide safe and responsive care tailored to children's individual needs.
- The childminder builds strong partnerships with parents. Regular communication enables the childminder to keep parents informed about their children's progress and next steps in learning. The childminder regularly offers practical advice and guidance to help parents to support children's learning at home. For example, she provides tips on preparing healthy packed lunches. As a result, children benefit from a consistent approach to their learning between home and the setting. This helps to strengthen their overall learning and development.

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:

- enable children to develop their ability to build on their own ideas and ways of doing things further, such as by identifying when to step back during activities
- increase children's focus and engagement during their play, such as by reviewing the organisation of the learning environment.

Setting details

Unique reference number	322700
Local authority	Wigan
Inspection number	10394441
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	5 September 2019

Information about this early years setting

The childminder registered in 1990 and lives in the Astley area of Tyldesley in Manchester. She operates all year round, from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on 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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