

Childminder report

Inspection date:

15 May 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish at this childminder's setting. She offers them extremely high levels of support and interaction throughout the day and has a deep understanding of how children learn. The childminder promotes children's thinking skills at all times. Children figure out how to pour sparkly liquids of varying consistencies out of bottles. They talk about some being 'gloopy' and 'sloppy', which helps them add to their already broad range of vocabulary. Children have fantastic imagination skills, and the childminder creates magical experiences for them. They create potions, dress up as witches and ride broomsticks, while surrounded by bubbles and songs. The childminder reads themed books during play and links their activities to the story, helping to embed learning even further. Additionally, children are asked to estimate and count when mixing ingredients to help challenge and embed mathematical concepts. Children are extremely happy and content in their play. They delight in the wide range of experiences the childminder provides in her home, in the local community and beyond.

The childminder teaches children to value and respect their friends. Their well-being is central to everything the childminder does for children and their families. Older children offer a helping hand to younger children when they carry out tasks such as handwashing. Children are confident and seek support from the childminder if they need to. They enjoy snuggles while having their milk and giggle with the childminder during play. The childminder gives children praise and recognition when they have made progress in their learning. Children are proud to display their pictures on the childminder's fridge.

The childminder uses her secure knowledge of child development to help children progress in sequence and in ways they enjoy. She recognises that younger children have different types of learning to older children and adapts all her activities to ensure all children can participate and take away valuable new learning. Children are fast approaching their goals for when they move on to school, enabling a smooth transition in their educational journey.

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

- The childminder has effective working partnerships with a range of other professionals in the childcare and education sector. She uses these links to enhance her own skills and knowledge and implement research projects into her curriculum. For example, she has worked with the local authority to implement a physical development strategy after recognising some gaps in this area of learning. She understands the importance of sequenced learning and the impact this has on children's strength and ability. Furthermore, she intends to deliver this training to other childminders to help them improve other children's physical

skills.

- The childminder strongly supports children learning through experiences. She takes them on an array of visits into nature, shopping, on public transport and to visit people who help us, such as firefighters. She helps children gain real-life skills such as using money and socialising with other people. Furthermore, she exposes children to a range of different people in order to prepare them for life in modern Britain. Children are consistently taught about what makes them unique and are surrounded by resources to help them express themselves and recognise other people's values and traditions.
- The childminder places a high focus on healthy lifestyles. She provides children with a range of home-cooked foods, and they learn how to keep their teeth clean. Additionally, the childminder sends helpful packs home to parents with 'healthy plate' examples and tooth brushing equipment. This helps improve children's health at home as well as in the childminder's house. Furthermore, children visit the dentist with the childminder to help them feel comfortable and learn why to keep our teeth clean.
- Parents are thrilled with the service the childminder provides for them and their children. They frequently comment on how the childminder improves their children's confidence, and they can see the progress they make. The childminder is careful to consider all families needs and wishes and offers high levels of support. Parents know what their children have been learning and how to continue this at home. The childminder shares ideas and resource packs for them to take home, linked to the areas of learning children are working on next.
- Literacy is well-embedded into the curriculum. The childminder reads enthusiastically to children, and they often recall their knowledge of familiar stories during play. She has recognised that some children do not enjoy sitting down to draw or write and has created a space on her wall for children to make marks on. The childminder gives children a range of opportunities to strengthen the muscles in their hands, such as play dough, scooping and sensory exploration. When children add green food colouring to play dough, they recall it looking like 'speckled frogs' from a recent story. Children are developing a love of stories and books.
- The childminder offers a fully inclusive setting. She recognises when children have gaps in their learning and seeks help immediately. The childminder works with other agencies and parents to form a triangulation of support for children. Furthermore, the childminder understands how to use funding to enhance children's opportunities and to purchase items that will help meet their needs further. As a result, all children continue to make excellent progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY308983
Local authority	Wigan
Inspection number	10388541
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	16 July 2019

Information about this early years setting

The childminder registered in 2005 and lives in Wigan, Lancashire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder has an early years qualification at level 4.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and the children.

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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