

Childminder report

Inspection date: 5 August 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 at this nurturing and homely setting. The childminder is a good role model and treats children with the utmost respect, which children mirror. For example, children greet visitors at the door with a smile. They confidently introduce themselves and explain the 'rules' in the setting. Children show visitors where they hang their coats and where to put their shoes. Furthermore, the childminder's supportive and nurturing nature helps children to develop affectionate relationships with her and their peers. This helps children to feel valued and happy during their time at this setting. Children's emotional well-being is of the utmost priority to the childminder. Their behaviour is very good.

The childminder has created a well-sequenced curriculum that is designed for delivering age-appropriate activities that extend children's learning. Children's independence and self-care skills are central to the childminder's curriculum. For example, even the youngest of children manage their clothing with ease as they remove their outdoor shoes and place them by the front door. Consequently, all children develop essential life skills to prepare them well for their next stage of learning. This includes their eventual move on to school.

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

- Overall, the curriculum for communication and language is very good. Older children rapidly develop their language skills and communicate with confidence. The childminder models good language and asks open-ended questions, prompting children's thinking. She provides children with ample time to think and process information before they respond. Children hear more complex words, such as 'ostrich' and 'oesophagus', as they engage in back-and-forth conversations with the childminder. However, at times, the childminder does not consistently invite younger children to join in the conversations. This reduces children's opportunities to practise their language skills and interact with others.
- Children have opportunities during trips to the park and local garden centre visits to experience sensory play through nature. However, indoors, the childminder plans fewer opportunities, especially for babies, to explore with their senses. At these times, babies do not have opportunities to test out their ideas and play more creatively.
- The childminder helps children to develop their mathematical knowledge. She encourages them to count, talk about shapes, match and start to recognise numbers. For example, children talk about shapes as they cut and slice their toast and fruit at snack time. In addition, children use words such as 'large' and 'short' to describe different spoons. Therefore, children begin to understand mathematical concepts that will support them in later learning.
- Children follow and understand the reasons for the stringent hygiene procedures

that form an integral part of their day. Children learn the importance of making good choices to support their good health. For example, older children know they need to drink lots of water to stay hydrated. Furthermore, the childminder supports them to understand the importance of digestion as they discuss human anatomy. Children have a very good understanding of how to develop healthy lifestyle habits for their age.

- Children have a wealth of opportunities to broaden their understanding of the world around them, including how to keep themselves safe. For example, children confidently explain how they 'stop, look and listen' before they cross the road on their daily walks. In addition, children learn about different cultures and beliefs through exploring a range of celebrations.
- Partnerships with parents and carers are a strength in this setting. Parents praise the childminder highly for the way that she communicates with them about their children's welfare and developmental progress. The childminder works in close partnership with parents to identify where children are in their learning from the start. This supports children's ongoing learning at home and in the setting.
- The childminder reflects on her own practice and environment. She has a good network with local childminders. They meet regularly to share good practice and ideas. The childminder prioritises her professional development by accessing varied and valuable training. This supports the effective running of her setting, which helps to improve outcomes for children.

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:

- engage younger children, with particular regard to babies, more frequently into conversations to enable them to practise their language skills
- consider ways to enhance the curriculum to help children to explore more with their senses.

Setting details

Unique reference number	EY313697
Local authority	Wigan
Inspection number	10394609
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 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	16 September 2019

Information about this early years setting

The childminder registered in 2005 and lives in Wigan, Lancashire. She holds an appropriate childcare qualification at level 3. The childminder operates all year round, from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded childcare.

Information about this inspection

Inspector

Kelly Little

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector spoke to parents and children at appropriate times during the inspection and took account their views.
- The inspector observed the interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household.

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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