

Childminder report

Inspection date: 10 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time with this childminder. The childminder plans every day to bring new experiences and engaging learning opportunities for children. She delivers a broad curriculum based on nature and following children's interests. For example, when children show an interest in butterflies, the childminder takes them to visit a butterfly sanctuary before paddling in a splash park. Children enjoy trips to aquariums and farms. The childminder uses these experiences to help children to learn about different animals and the world around them. All children make good progress through the curriculum.

The childminder has high expectations of children's behaviour. Children are kind to each other and learn social skills, such as taking turns. Older children show consideration for their younger friends as they encourage them to keep trying. Children make progress through the wide variety of activities the childminder uses to deliver her curriculum. For example, she encourages children to mix coloured paints and use chalk pens to decorate transparent umbrellas. The childminder praises children as they show good pen control, talk about the colours they make and share resources with their friends. The childminder has created an inspiring and comfortable learning environment that children can explore safely. This helps to support children's independence as they find resources that help them to follow their interests.

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

- The childminder has constructed an engaging curriculum. She considers children's next steps in each area of learning. The childminder plans how to support children's progress through subjects they are interested in. For example, when children show a fascination in sea creatures, the childminder teaches children new vocabulary, such as 'tentacles' and 'aqua'. Children demonstrate a good understanding of a wide range of topics.
- The childminder is ambitious about all children's learning. She adapts her teaching approaches to ensure that all children are engaged in their learning. For instance, when the childminder reads a book, she asks younger children to point to the beetle while encouraging older children to think about how characters might be feeling. This helps all children to make good progress towards their individual next steps in learning.
- The childminder supports children to develop early numeracy skills. For example, she encourages children to count frequently in lots of different scenarios. The childminder shows younger children how to hold their finger to each object as they count. She teaches older children to understand how to find 'one more' or 'one less'. This sequenced teaching helps children to steadily build on what they learn.

- The childminder regularly reads to children, who know many stories well. This repetition embeds children's learning. The childminder encourages children's interaction in the story. Children eagerly anticipate what might happen or relate the story to their own experiences. This helps children to develop a love of books and supports their language development.
- Overall, the childminder supports children to develop skills to prepare them for the transition on to school. She focuses on children developing their independence and social skills and supports them to extend the amount of time they focus on activities. However, the childminder does not consistently engage effectively with schools. This does not enable the childminder to fully prepare children for what to expect at school or promote continuity in children's learning.
- The childminder promotes good attitudes to learning. She praises children for continuing to try hard when things are difficult. When children ask questions, the childminder encourages them to think or teaches them to find out the answer themselves. She provides learning experiences and activities that interest children and inspire them to be curious. Children are enthusiastic and motivated to learn.
- The childminder communicates effectively with parents and carers. She helps them to understand the progress their children make in their learning and development. The childminder supports parents to continue children's learning at home. She works closely with parents to help children to achieve new milestones, such as toilet training. Parents receive regular information about their children's care and the experiences children enjoy each day. This enables children to receive seamless support for their 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:

- develop effective methods of communication with schools to share information about children's progress as they transition on to school to support continuity in children's learning.

Setting details

Unique reference number	EY389092
Local authority	Wigan
Inspection number	10394565
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	12 September 2019

Information about this early years setting

The childminder registered in 2009 and lives in Tyldesley, Manchester. She operates all year round, from 8am to 5pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 4.

Information about this inspection

Inspector

Natalie Myatt

Inspection activities

- 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 to the inspector about what they enjoy doing while with the childminder.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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