

Childminder report

Inspection date: 30 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 are happy, settled and safe in the childminder's well-organised home. They enjoy a wide range of meaningful learning activities, which the childminder provides to encourage children's independence and curiosity. Children show great motivation and persistence when they are faced with challenges. For example, they keep trying to put on their own shoes, while the childminder gently coaches them how to complete this tricky task. Children show satisfaction and pleasure in their own achievements.

Children have secure relationships with the childminder because of her patient and gentle support for them. Children experience respect and kindness from the childminder. They learn how to play in harmony with their friends and to value different ideas.

Children behave well. They listen to the childminder's instructions, such as when it is time to stop playing and to then tidy up. Children independently replace toys back where they belong, while they sing along happily to a tidy-up song. This is because the skilful childminder has modelled this important task many times to the children. Consequently, children develop important knowledge and valuable life skills.

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

- The childminder has created a well-considered curriculum to support individual children's interests and learning needs. She ensures that children remember the knowledge that she teaches, for instance by revisiting and building on previous learning. Children become inquisitive learners, confident communicators and can recognise the letters in their own names. They are ready for continuing their education when they move on to school.
- The childminder ably encourages children to explore mathematical concepts. She sensitively joins in when children have fun saying number names. For example, when peeling satsumas for snack, the childminder points out that there are 'segments' and teaches children about counting each segment in order. Children learn that such examples of mathematics can be found almost everywhere.
- The childminder supports children's personal development effectively. For instance, she identifies quickly and accurately when children show that they are ready for toileting. Children become competent at self-care routines, such as cleaning their own hands after painting and before eating, because of the childminder's helpful guidance. Children learn to manage their own needs well.
- The childminder has high expectations of children's behaviour. She reassures children expertly about how to act if they feel frustrated when waiting for a toy. Such skilful approaches to managing behaviour teaches children about the

boundaries of how to behave and that it is okay to be upset. Children begin to learn how to resolve conflicts with careful negotiation.

- The childminder teaches children skilfully about the language of feelings. For example, she makes effective use of books that contain words to describe a range of feelings. Children delight in being able to name emotions that they feel. For example, children say that they feel both angry and sad because it is raining. Children become aware of their emotions and how to manage these thoughtfully.
- Children benefit from plenty of opportunities to be physically active. For instance, they travel around the back garden on bouncing toys and create their own games with tubes and cones to swish their arms. However, the childminder gives less emphasis to developing children's awareness of healthy eating. Although children enjoy the childminder's freshly prepared main meals, some desserts that she provides are not healthy. This does not support children to learn about good food choices.
- The childminder makes effective use of training and support to improve her provision. For example, her knowledge of child development benefited from her recent attendance on a government-funded early years training programme. She gains support from fellow childminders and early years forums. This helps her to further enhance the quality of her work with children. As a result of the childminder's effective work, children make good progress in their learning of the curriculum.
- Parents and carers appreciate the respectful and positive partnerships they have with the childminder. They value the detailed information the childminder shares about their children's progress through the curriculum and the next steps for their learning. Parents benefit from the guidance the childminder provides to help them to continue their children's learning at home.

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	EY404974
Local authority	Wigan
Inspection number	10411778
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	11 February 2020

Information about this early years setting

The childminder registered in 2010 and lives in Lowton, Warrington. She operates all year round, from 7am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She offers government-funded places children aged nine months to four years.

Information about this inspection

Inspector

Andrea Vaughan

Inspection activities

- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector observed the quality of education and the impact this has on children's learning.
- Consideration was given to parents' written testimonials. The inspector also spoke to one parent.
- The childminder and the inspector completed a learning walk.
- The inspector reviewed some documents, including the first-aid certificate and insurance.

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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