

Childminder report

Inspection date: 30 April 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show their obvious trust in the childminder. They know that her home is a place where they will have fun and find interesting things to do and discover. The childminder teaches children to think and to try hard. She models this really well when a plastic top becomes stuck inside a container. The childminder experiments with different ways to extricate it. She celebrates her success and demonstrates her feelings of pleasure when the top pops out. Her example encourages children to become self-motivated learners. They follow their own lines of enquiry and seek solutions to problems. All children make good progress.

The childminder involves parents and carers when she completes the progress check for children aged between two and three years. This enables everyone to work together to help children to take the next steps in their development. The childminder teaches children the importance of cleaning their teeth regularly. This promotes their physical well-being and they form habits that promote their future health. The childminder also encourages children to use their mouths and voices to say kind things that make other people feel happy. This helps children to become respectful members of the group and the wider community.

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

- The childminder demonstrates commitment to continuing her professional development. She completed online training that deepened her knowledge of how children learn to think mathematically. The childminder now sees, and helps children to notice, patterns and numbers during activities and outings.
- The childminder's attention to children's early maths is a strength of the provision. Her rich dialogue includes words for ordinal numbers, such as 'fourth', when children queue to wash their hands. The childminder asks children to find the 'smallest' cup, so that they learn words for relative size. Children know that counting involves saying numbers in order and pointing in time with the words. They learn that the last number that they say tells them 'how many'.
- The childminder promotes children's physical development effectively. Children stand to participate in table-top activities. This promotes their core strength and balance. Children watch and copy the childminder's movements and begin to jump with two feet. They eagerly join in with action songs that promote control of their arms and hands.
- The childminder helps children to appreciate the intricacies of vocabulary. This is demonstrated when she asks children to consider whether the role-play utensils are 'measuring cups' or 'measuring spoons'.
- The childminder promotes children's readiness to read. Children listen to stories and look at books. They find out that their written name tells them which bottle of water belongs to them. Children learn to distinguish and identify different

sounds, such as the barking of a dog. This prepares them to link sounds with written letters.

- The childminder promotes children's safety. They know that they must only play on the climbing frame if the childminder is supervising them. The childminder acts on information from parents about health matters, such as children's allergies to particular foods. This means that children are catered for safely.
- The childminder expertly selects resources and uses them effectively in her teaching. A toy utensil-stand helps her to teach children the names of cooking utensils. At tidy-up time children match the colour on the utensils to the hooks they should go on. Completing the task promotes children's small-muscle development. Children count and discover that there are six utensils altogether.
- The childminder establishes rules and routines for children in her provision. However, there are occasions when these are not applied consistently enough. The childminder tells children not to take more fruit than they can eat, but she does not organise the routine in a way that helps children to achieve this. This does not promote children's swiftest progress towards self-control.
- Children join in willingly with hygiene routines. They work busily together to clean the table before snack time. They wash their hands before eating. This promotes children's good health and they learn to participate in communal tasks that benefit everyone.
- The childminder refreshes and extends her knowledge of safeguarding matters, such as safe recruitment. She enables Ofsted to complete suitability checks of assistants before confirming their employment.

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:

- review the organisation of routines, to help children to achieve even more success in following them.

Setting details

Unique reference number	2702923
Local authority	Manchester
Inspection number	10375907
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Manchester. Her provision operates term-time only from 8.45am to 1.15pm, Monday to Friday. The childminder holds a qualification at level 3. She provides funded early education.

Information about this inspection

Inspector
Susan King

Inspection activities

- The childminder and the inspector held discussions about how the childminder plans and implements her curriculum.
- The childminder and the inspector discussed and evaluated children's learning.
- The inspector observed interactions between the childminder and the children.
- The inspector spoke with parents and read their written feedback. She took account of their views.
- Documents used in the childminder's setting were sampled and evaluated by the inspector.

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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