

Childminder report

Inspection date:

18 September 2025

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and comfortable in this bright and stimulating environment. Independence is strongly encouraged as children hang up their own coats before they embark on exploring the well-resourced areas. There are evident positive relationships between children and childminder. She has high expectations of children and supports their understanding well. For example, she explains to children why it is important for them to wash their hands after going to the park. Children respond with comments such as, 'We need to make our hands nice and clean with lots of soap.' This shows children have a secure perception of how to keep clean and safe.

Children are offered a thorough settling-in process. From this, children appear happy and settled, and they display confidence. Children interact well with one another, showing they are kind and caring towards each other. They embrace the routine the childminder has in place. In turn, children engage in a variety of activities that include reading, counting activities, food preparation and trips to the local park. The childminder demonstrates a clear intent for what she wants the children in her care to achieve. The embedded routine ensures that children become independent and ready to build for the future.

The childminder works closely with another co-childminder from the same premises. However, the running of the setting and leadership is overseen by the co-minder, which means that the childminder does not have a full oversight of the setting for the benefit of the children in her care.

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

- The childminder has a clear curriculum intent that encompasses all seven areas of learning. Children's starting points are considered, and their next steps in learning are planned for. As a result, children make good progress, supported by high-quality resources and curriculum enhancements.
- The childminder aims to help children feel safe and emotionally secure by establishing routines and opportunities to be self-sufficient. For example, children excitedly prepare their own lunch while discussing what makes them healthy. This develops children's confidence, skills and knowledge.
- The childminder promotes children's independence in a variety of ways. Children are encouraged to wash and dry their hands, take off their own shoes and coats, prepare their own food and pour their own drinks. This prepares children well for transitions to school and beyond.
- Children are encouraged to respect and take care of their toys and learning spaces. They access an environment that is organised and well resourced. For example, the childminder talks to children about looking after their equipment.

As a result, children are able to explain what will happen if resources are broken. This shows children have respect, understand consequences and know how to keep themselves safe.

- Parents appreciate the care and education their children receive. However, they are unsure of which childminder their child is registered to. The childminder does not directly share information with them, such as the written progress check at age two. This is done by her co-childminder. Subsequently, the childminder is unable to take full responsibility for the children under her registration.
- The childminder works alongside other childminders and assistants. However, she does not have appropriate measures in place for the supervision of her assistants and relies on them to complete assessments of the children in her care. As a result, the childminder does not have a clear overview of the quality of education and care provided for children under her registration.
- The childminder relies on the leadership, direction and support of a co-childminder. Although they work effectively together, the childminder has not maintained a robust oversight of all the requirements of her registration. Consequently, the childminder is unable to fulfil her role as a leader.
- The childminder depends on her co-childminder to ensure that children receive their full entitlement to early education. However, the childminder is unable to demonstrate an understanding of what funding is available and how it can be used to support children's 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 meet the requirements of the early years foundation stage, the provider must:

	Due date
complete written progress checks for children between the ages of two and three and share with parents and/or carers. This must be completed by the childminder who the child is registered to	24/10/2025
implement appropriate arrangements for the supervision of assistants who provide support, training and coaching to promote the best outcomes for children.	24/10/2025

To further improve the quality of the early years provision, the provider should:

- improve oversight of the roles and responsibilities the childminder has to ensure that she is fully able to fulfil her registration requirements
- develop more effective systems to communicate with parents and/or carers to share information relating to the children in her care.

Setting details

Unique reference number	2721180
Local authority	Manchester
Inspection number	10398821
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	3 to 3
Total number of places	3
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in the Moss Side area of Manchester. The childminder operates from 9am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector
Susie Mortin

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The children communicated with the inspector during the inspection.
- Co-childminders spoke to the inspector during the inspection.
- The inspector spoke with the registered individual about the leadership and management of the setting.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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