

Childminder report

Inspection date: 12 September 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

The childminder is kind and caring. She tunes in to how children are feeling and responds appropriately. Children build good relationships with the childminder. The childminder helps children to learn about how they are feeling. She uses emotion pictures and books to help children talk about their different emotions. The childminder encourages children to think about how other people might feel in different situations. Children understand about a range of emotions. Children's physical well-being is supported well. Children have opportunities to crawl along the floor and pull themselves up onto furniture. The childminder provides the children with healthy nutritious food and they gain good physical skills.

The childminder has established an educational programme that supports children to learn new knowledge and skills. She plans activities that match children's developmental stages. She provides mark making for older children and sensory exploration for younger children. Children enjoy experimenting with different ideas. Children demonstrate positive attitudes to learning and make good progress in their learning and development from their starting points. The childminder uses stickers to recognise and reward children's achievements. She offers children 'high fives' and gives them verbal praise. Children are proud of themselves and motivated to try new things.

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

- The childminder supports children who speak English as an additional language well. She uses books and songs in both English and children's own languages and breaks down instructions for them. The childminder can speak German. Children make good progress using the English language.
- The childminder provides a range of interesting experiences for children. She plans activities for children, such as counting with props, exploring natural materials while out on walks and using jigsaw puzzles for problem solving. Children engage in their play, show interest in their learning and demonstrate curiosity.
- Children are well prepared for their next stage of education. The childminder encourages children to tidy up when they have finished playing by singing a song. She helps children to undertake tasks for themselves, such as washing their hands and preparing their own snacks. Children are independent and self-assured.
- The childminder reads email updates and has previously completed training, although she has not refreshed her knowledge in the last year to continue to improve her knowledge and practice. This limits opportunities to strengthen her practice and keep up to date with current guidance.
- The childminder implements a good curriculum to enhance children's physical

development. She encourages children to roll and squash dough, pour rice in different-sized containers and use tools such as whisks. Children develop their fine and gross motor skills.

- The childminder sequences her curriculum for communication and language effectively. She talks to children throughout the day, names objects they see and uses songs and stories to extend their vocabulary. Children participate in circle time where they discuss the weather, date and month. Children enjoy conversations and are becoming confident communicators.
- The childminder supports children's personal, social and emotional development effectively. Children play together using puppets in role play experiences. This helps children to share resources and build relationships with each other.
- The childminder talks to parents about their children's interests, shares photos of activities and meets them in the park to discuss their children's achievements. However, she does not provide parents with guidance on children's developmental stages or ask them for feedback on her provision. This limits opportunities for parents to extend children's learning at home and contribute to suggestions about improvements to the childminder's service.
- The childminder teaches children about life in modern Britain. She looks at books with children about different family structures and teaches them about events such as Eid. She reads books with children that have different languages within them. Children learn about diversity and the world around them.

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:

- improve the sharing of information with parents and actively seek their feedback on the provision
- undertake continuous professional development to refresh knowledge and strengthen practice.

Setting details

Unique reference number	2727333
Local authority	Manchester
Inspection number	10408101
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 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Clayton, Manchester. She operates Monday to Friday, from 8am until 4pm, term time only. She provides government funded early years education for all eligible children.

Information about this inspection

Inspector

Joanne Ryan

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures 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 the early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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