

Childminder report

Inspection date: 26 August 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 have a wholesome start to their education as they learn and develop in this safe and stimulating environment. They know what is expected of them. The childminder supports children to develop an awareness of their emotions. She plans varied experiences to extend children's learning. This promotes children's engagement and development across all areas of learning. The childminder passionately believes in focusing her curriculum on offering children outdoor experiences to enhance their understanding of the world. Children excitedly embark on daily trips to the local library and playgroups and enjoy tram rides alongside other childminders and their children. The childminder uses these opportunities to develop children's social awareness and acceptance of others.

Children are able to recall their learning experiences with excitement and glee. For example, they look at photos from their time at their allotment. Children discuss in detail what they did and what they would like to do. This helps children to use their prior learning to shape their future learning, creating anticipation, awe and wonder. The childminder carefully considers children's next steps in learning and shares them with parents and carers. The childminder demonstrates a solid understanding of child development and early education. This enables her to deliver an ambitious and sequenced curriculum for children to engage with and learn from. Children freely choose what they would like to do. They access an array of high-quality resources indoors and outdoors. This supports their curiosity and desire to explore.

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

- The childminder delivers her ambitious and holistic curriculum primarily through nature and outdoor experiences. Children regularly visit the childminder's allotment, where they plant, grow and harvest their own produce. As they spot wildlife, they lovingly make houses and habitats for creatures and birds. These opportunities make learning exciting for children.
- Children learn to be independent from a very young age. They confidently navigate their way around the environment. They access their own water bottles, use the bathroom and wash their hands. Children self-sufficiently put on their own shoes with little support. This helps children to become school ready and instils a 'can-do' attitude, which in turn helps children to become resilient learners.
- The childminder supports children's communication and language through reading stories, singing songs and holding conversations. Books are an integral part of the environment. The childminder encourages children to talk about what they see and assign meaning to the marks they make. She provides a running commentary and skilfully models the correct pronunciation and grammar. This provides children with enriched vocabulary and a platform to learn from.

- The childminder teaches children who speak English as an additional language key phrases to communicate with. She places a value on children's heritages and home languages. Occasionally, the childminder teaches children words and phrases in Italian, providing them with a wealth of vocabulary while learning a new language. This high-quality teaching makes children's learning and experiences unique and special.
- The childminder implements a good balance of child- and adult-led learning. However, occasionally, there are times during adult-led activities when the childminder does not fully consider children's interests. Consequently, children do not sustain high levels of concentration and become easily distracted.
- The childminder completes progress checks and identifies what children need to learn next. She shares these with parents and discusses any concerns. The childminder sends out questionnaires to parents regularly. This creates a full picture of what each child needs to progress further, while taking into account what children enjoy. As a result, parents feel supported and informed.
- The childminder offers children healthy, nutritious and fresh meals every day. As part of the curriculum, children take part in choosing the food they want. They shop for the ingredients and harvest their own fruit and vegetables. Children learn how to prepare and cook a variety of foods. This approach to learning teaches children the origin and value of food.
- The childminder is committed to keeping up to date with professional development. She uses her knowledge of new legislation and training to ensure that her setting is safe and educational for children to learn and develop in.

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 adult-led activities by matching them more closely to children's interests, to help extend their concentration and enhance their engagement and involvement.

Setting details

Unique reference number	2728646
Local authority	Manchester
Inspection number	10399616
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	2 to 3
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 the Withington area of Manchester. She operates all year round, Monday to Thursday, 8am to 5pm, except for bank holidays and family holidays. The childminder provides government funded childcare.

Information about this inspection

Inspector
Susie Mortin

Inspection activities

- The childminder showed the inspector around 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 the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- 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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