

Childminder report

Inspection date: 23 September 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder provides children with a nurturing, home-from-home environment, where they learn, develop and flourish. Children are at complete ease with the childminder. Their confidence and social skills are good in relation to their age. The childminder has high expectations for children's behaviour and is a good role model. Children play together harmoniously and are willing to share and take turns. For example, children tell their friends that they can have a turn playing in the car and willingly offer it to them. The childminder shares in the joy of nature with children. Children show delight as they find spiders and worms in the garden. The childminder makes good use of these opportunities to extend children's knowledge. For example, she explains how spiders lay eggs and children listen with interest, asking questions to find out more. Children show resilience when presented with a challenge. For example, they enjoy helping to peel their own fruits at snack times and helping to spiral courgettes ready for lunch. They keep trying until they succeed.

The childminder provides children with a curriculum that is based on their interests. She makes accurate assessments of children's development and supports them to develop their next steps in learning. This is evident in the progress that children make. Children enjoy leading their own play. They know what resources are available to use and confidently go to find what they need. For instance, children decide to add water to their sand area outdoors and carefully fill watering cans to make their ideas come to life.

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

- The childminder has made improvements since the last inspection to provide good outcomes for children. The quality of education is good. Occasionally, the childminder does not implement her learning intentions as well as at all other times. When this happens, children do not benefit as much from her good-quality teaching.
- The childminder promotes children's communication and language skills in a range of ways. For example, she reads to children in a way that encourages children to participate and pay attention to the storyline. Children confidently answer questions and make predictions about what will happen next. This contributes to children's developing, speaking, listening and attention skills.
- Children show good physical skills. They enjoy manipulating dough to make pretend cakes for their friends. Children roll the dough in their hands before squeezing it into cake cases. They wash their hands before eating, pour water from a jug and put their shoes on for outdoor play. This supports children to develop their coordination and helps them to become independent in self-care.
- The childminder helps to ignite children's curiosity and imagination. For example,

she provides a toy dragon and stones that she tells children are pretend dragon eggs. Children expand on these ideas throughout the day, using their imaginations and introducing their own narratives. Children are curious learners, they enjoy playing with others and become immersed in play.

- The childminder recognises and celebrates children's unique heritage and family traditions. She sings to children using language that they are familiar with at home and places symbols of children's family cultures in the playroom, such as windmills. This supports children's understanding of different traditions and helps to teach children about the world around them.
- Parents are pleased with the care provided by the childminder. They comment about their child's learning since attending the setting. The childminder shares children's care routines and achievements with parents. However, she places less emphasis on offering parents ideas about how they can extend children's learning at home. This means that parents are not fully informed about how they can build on children's learning further.
- Children develop healthy lifestyles and habits. The childminder introduces a variety of healthy foods to children, such as fruits and vegetables, that they enjoy. She ensures children access outdoors regularly and follows strict hygiene routines. This helps to keep children healthy.

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:

- strengthen the implementation of learning intentions to build on children's already good progress
- provide parents with more support to help to extend children's learning at home.

Setting details

Unique reference number	500241
Local authority	Manchester
Inspection number	10401394
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	11 March 2025

Information about this early years setting

The childminder registered in 1994 and lives in Fallowfield, Manchester. She operates all year round, from 8am to 6pm on Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. She receives early education funding for children.

Information about this inspection

Inspector

Savine Holgate

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how she organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector spoke to a parent during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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