

Childminder report

Inspection date: 23 April 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder supports children's emotional well-being. She helps children to settle quickly into her care. The childminder provides a warm and welcoming environment and spends time playing alongside children. She gives children cuddles and reassurance when they need it to help them to feel emotionally safe and secure. Children feel comfortable and develop a sense of trust and attachment with the childminder. The childminder is a positive role model to children. She encourages children to use their manners and to speak politely. Children demonstrate a good sense of belonging as they know what is expected from them and they are respectful towards each other.

The childminder provides a curriculum that is ambitious for every child. She engages children in tasks, such as exploring different textures and threading Easter wreaths and bracelets. This helps children to explore and learn through hands-on experiences. Children demonstrate positive attitudes towards their learning. The childminder observes children to help her to understand what they are capable of doing. She uses this information to plan children's next steps in learning. This helps all children to make good progress in their development.

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

- The childminder supports children to develop their small-muscle skills. She involves children in activities such as picking up coloured dinosaurs with tweezers and placing them in the correct coloured bowls. This helps children to become competent in using their fine motor skills and develop better control over their small movements.
- The childminder builds good relationships with parents and carers. She shares daily updates and photos of children's activities with explanations about what children are learning. The childminder encourages parents to share children's experiences at home. Children benefit from a consistent approach to their learning.
- The childminder does not regularly access training, which means that there are some aspects of her practice that could be enhanced. For example, she sometimes asks children closed questions that do not encourage deeper levels of thinking. On these occasions, children's ability to engage more fully in their learning experiences are limited.
- The childminder teaches children about nature and the world around them. She engages children in observing caterpillars and discusses their transformation into butterflies. This helps children to understand life cycles and develop an appreciation for the environment in which they live.
- The childminder promotes children's independence. She teaches them self-care skills and encourages them to manage their personal needs. She involves

children in daily routines, such as their washing hands and putting on their own shoes. This helps to improve children's abilities to carry out tasks for themselves and prepares them for their next stage of learning.

- The childminder promotes an understanding of how people are different. She encourages children to explore and discuss various family structures and backgrounds. The childminder uses books and role-play activities to help children to learn about the diverse range of families. This helps children to recognise and respect different family dynamics.
- The childminder teaches children about healthy lifestyles by engaging them in role-play activities. Children dress up as nurses, practise giving injections and listen to each other's hearts using toy medical equipment. This helps children to understand the importance of health and hygiene and promotes an interest in caring for themselves and others.
- The childminder supports children's mathematical development by providing counting and sorting activities. Children engage in tasks, such as sorting shapes and colours, counting objects and using numbered blocks. This helps children to develop their knowledge and understanding of number recognition, counting and problem-solving.
- The childminder promotes children's good behaviour. She role models respectful and kind interactions. The childminder encourages children to express their feelings and needs in a constructive manner. This helps children to develop their social skills and learn how to manage their emotions effectively.
- The childminder has not notified Ofsted of a change to her health. Although this has not had an impact on children's care, safety and welfare, Ofsted has been unable to assess this information in order to determine her ongoing suitability.

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:

- access regular professional development to extend practice and enhance children's engagement in their learning experiences.

Setting details

Unique reference number	500274
Local authority	Manchester
Inspection number	10388312
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 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	5 July 2019

Information about this early years setting

The childminder registered in 1998 and lives in Withington, Manchester. She operates all year round, from 6am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder.

Information about this inspection

Inspector

Joanne Ryan

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 their early years provision, including the aims and rationale for the curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and the 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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