

Childminder report

Inspection date: 14 May 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

Children demonstrate high levels of confidence in this warm and welcoming setting. The childminder has developed a rich curriculum, which is sharply focused on the skills children need to learn next. She adapts activities to reflect children's ages and individual abilities. The childminder provides lots of opportunities for children to develop their problem-solving skills and independence. She is supportive and calm in her interactions, offering children clear and consistent instructions. For example, during a play dough activity with various handheld tools, shape cutters and scissors, the childminder recognises that children are strengthening their small-muscle skills in preparation for early writing. When children struggle to use the scissors, she explains how to hold them and demonstrates how to open and close them slowly and carefully. This approach helps to ensure that all children make swift progress in their development.

Children develop secure attachments and display a strong sense of belonging in the setting. The childminder has high expectations for children's behaviour and learning. Children follow these expectations well and learn to share and take turns. The childminder recognises the importance of building children's emotional security so they can actively participate in further learning. She is calm and nurturing in her approach. Children readily go to the childminder for cuddles and comfort. Interactions with children are of a high quality. As a result, children become deeply engrossed in their play and have positive attitudes to their learning.

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

- Children display high levels of confidence and self-esteem. They are willing to try new things, with the childminder on hand to offer support. The childminder is a good role model. She encourages children to have a 'can-do' attitude and gives them the confidence to embrace new challenges.
- Children relish their time outside in the childminder's secure and purposeful garden. They demonstrate good physical dexterity as they re-enact the story of 'We're Going on a Bear Hunt' and become out of breath as they chase after their friends. The childminder teaches children to take appropriate risks and challenges as they play. This builds children's confidence and resilience and gives them a sense of achievement when they succeed.
- Children benefit from a language-rich environment. The childminder narrates their play and tests their recall. This helps children to swiftly build their vocabulary. However, occasionally, the childminder uses colloquial phrases and incorrect words, such as 'lickle' instead of 'little'. This means that children do not always hear the correct language being used consistently.
- The childminder promotes healthy choices consistently. She provides balanced meals and snacks. Children have independent access to water throughout the

day. The childminder teaches children about where their food comes from and the importance of brushing their teeth. This helps to embed the importance of good oral health and healthy eating habits.

- Children develop good hygiene practices and independence. They know to wash their hands without being reminded. Children talk about using soap to get rid of the germs. They confidently put on their own shoes and hats and persevere with socks, as they are trickier. The childminder gives children time to manage their self-care tasks and offers an abundance of praise. Children grow in their independence and learn to manage their personal care needs well.
- The childminder embeds mathematical concepts into everyday routines by providing various opportunities for children to count, sort and compare. For instance, children count how many bugs they can match to the corresponding cards. They use magnifying glasses to spot the number of legs on the spider. Children count how many pieces of fruit they have in their snack bowls and know how many more they need to make six each. This helps to ensure that mathematics is a secure area of learning before children move on to their next stage.
- The childminder recognises the importance of networking to share knowledge, ideas and good practice. She has developed good relationships with local childminders, and they regularly meet at various groups. This supports children to practise their social skills and develop respect for each other's cultures and differences. However, the childminder has not liaised with other settings that children will also be attending. This does not help to provide continuity in children's needs and learning when they move on to their next stage of learning.

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:

- develop children's communication and language further, such as by modelling the correct use of language in conversations
- strengthen partnerships with the other settings that children also attend so that information is shared to help children to make the best progress possible.

Setting details

Unique reference number	500288
Local authority	Manchester
Inspection number	10376010
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	14 May 2019

Information about this early years setting

The childminder registered in 1987 and lives in Fallowfield, Manchester. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded childcare.

Information about this inspection

Inspector

Marianne McDowell

Inspection activities

- The childminder and the inspector discussed the curriculum and the intentions for children's learning.
- The inspector observed the childminder's interactions with children during play and daily routines.
- The inspector observed the quality of education being provided and assessed the impact on children's learning and development.
- The inspector spoke to children and read feedback from parents and carers and took account of their views.
- The childminder provided the inspector with a sample of relevant records and key documentation, including evidence of relevant training for herself and statutory progress checks for children.
- All areas of the premises used for childminding were viewed, and the inspector took account of how the childminder ensures that children are safe.

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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