

Childminder report

Inspection date: 3 July 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder offers a nurturing approach in a warm and welcoming home-from-home environment. Children derive a sense of security and confidence from the close relationships they build with the childminder. They demonstrate that they feel safe and secure in her care. The childminder knows each child well and is attuned to their individual needs. She gathers detailed information from parents about each child in an on-going manner. This helps her to adapt her provision in order to support children's overall good progress.

The childminder uses her knowledge of children's next steps in learning to provide a unique, sequenced curriculum. Children are encouraged to explore, investigate and engage in tasks that are planned to help extend their learning and development. High priority is given to the development of children's social skills. The childminder wants all children to feel confident and self-assured. She plans regular opportunities for children to attend playgroup and enjoy outings in the local community. This provides opportunities for children to engage with different people and build their confidence.

The childminder is a positive role model and has high expectations of children's behaviour. Children listen to the childminder well and happily follow her instructions. For instance, younger children help to tidy their toys away.

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

- The development of children's communication and language skills is a key focus. The childminder engages children in conversations as they play and uses these opportunities to introduce new and interesting words. For example, as children play in the garden their interest is captured by aeroplanes in the sky. The childminder talks to them about what they can see and uses words such as 'vapour' when describing the marks aeroplanes leave in the sky. Opportunities such as these, help to extend children's understanding of language.
- The childminder has a good understanding of how young children learn and develop. She uses this knowledge when providing opportunities. For example, the childminder offers a range of sensory and manipulative experiences to help strengthen young children's hands in readiness for early writing.
- Children learn to count and demonstrate an interest in mathematics. For example, children count one, two, three before they slide down the slide. Overall, the childminder recognises the potential for learning during the activities that children choose. That said, there are occasionally times when opportunities to explore and extend children's understanding of shape, size and measurement are not recognised. At these times, children's mathematical development is less effectively promoted.

- The childminder encourages children to be independent and to do things for themselves. For example, she supervises children, giving gentle reminders as they wash their own hands before lunch. Children respond positively to the abundance of praise as they attempt to do things independently. They find this motivating. Children develop a positive sense of themselves as learners.
- The childminder helps children learn about diversity and people from around the world. For example, children explore a range of festivals and celebrations. This helps to broaden children's knowledge about different cultures and communities beyond their own.
- Parents value the support and guidance they receive. The childminder provides daily updates on children's activities and progress. She supports parents to understand how they may continue to enhance their child's learning at home. This helps to promote a consistent approach to children's learning and development.
- The childminder cares deeply about the children and families she supports. She seeks their views when reflecting on the quality of service she provides. The childminder liaises with other childminders and identifies professional development opportunities. This helps the childminder to continually build upon her knowledge and skills over time.

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:

- enhance the curriculum for mathematics so that children can build upon their interest in shape, size and measurement more fully.

Setting details

Unique reference number	500380
Local authority	Manchester
Inspection number	10388550
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 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 July 2019

Information about this early years setting

The childminder registered in 2000 and lives in the Moston area of Manchester. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Denise Farrington

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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