

Childminder report

Inspection date: 10 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	Good
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What is it like to attend this early years setting?

The provision is good

Children show that they feel safe and happy in the care of the childminder and her co-childminder. The promotion of children's independence and self-regulation is a particular strength of the setting. This is because the childminder's deep understanding of how children learn helps her to embed consistent, child-friendly routines into her teaching. Children of all ages participate in preparing the table for mealtimes and in clearing it afterwards. They always replace the tops of felt-tip pens before returning the pens to the pen pot. Children, therefore, learn to take responsibility for themselves and their actions. All children make very good progress in their learning.

The childminder gets to know children's families well. She keeps parents and carers informed about activities and events in her provision. This helps everyone to hold meaningful conversations with children, both at home and in the setting. The childminder invited parents to attend a short first-aid session. This enhanced parents' knowledge of how to respond to children's accidents and injuries at home. In addition, the childminder teaches children to recognise and manage risks to their safety. She tells them that although she has transferred the pasta bake to a cool serving dish, they should still take care when they spoon it onto their plates.

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

- The teamwork between the childminder and her co-childminder is excellent. This means that children learn in an environment where adults respect and support each other. Children copy their behaviour. They learn to be polite and to play happily together.
- The childminder completes training that reinforces and extends her professional skills and knowledge. A recent training session prompted her to review how effectively she develops children's ability to maintain their attention on adult-led teaching. The changes she made mean that children are now even more eager to listen. She prepares them well to become motivated life-long learners.
- The childminder creates meaningful opportunities to extend children's vocabulary. At snack time she names the items of food, such as 'ham', that she offers to children. Children watch chickens hatch from eggs and meet a pony that comes to visit the childminder's front garden. These exciting, first-hand experiences help children to learn and remember words.
- Children feel encouraged to express their individual preferences. Some of them like peanut butter on their crumpet, while others want soft cheese. Talking about this helps children to learn to respect other people's ideas and opinions. The close partnership between the childminder and parents helps everyone to support children's emotional readiness for changes, for example the redecoration of a bedroom or an imminent move to school.

- The childminder teaches children to think and to solve problems. This is demonstrated when children want to fit their letters into envelopes that are smaller than the paper. They learn to fold them to the right size. The childminder talks with children as they complete puzzles, such as a three-dimensional rainbow. They hear and begin to use positional words, such as 'underneath the blue' and 'on the bottom'. This promotes their mathematical thinking.
- The childminder skilfully involves children in their own care routines. At nappy-change time she gives children time to transfer their attention from their play to taking part in the routine. This means that their learning continues, rather than feeling interrupted. Children cooperate willingly with sun-safety measures. They know why they must wear a hat and take regular drinks. This helps children to adopt habits that promote their long-term health.
- Children use a familiar bag of props to choose the songs that they want to sing. The singing promotes children's language development, while doing the actions promotes their physical development. The childminder also makes up her own songs. For example, younger children were wary of descending the slide. The words of a specially composed song helped them to gain the confidence to set off down the slide by themselves.
- Children learn that written words have meaning. When they are toilet training, they know that their potty is the one with their name on it. Children confidently make their own marks on paper to communicate. However, the childminder's early, direct teaching of incorrect letter formation hinders children's otherwise good progress towards fluent handwriting later.

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 techniques for teaching early writing.

Setting details

Unique reference number	500433
Local authority	Manchester
Inspection number	10398268
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 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	11 October 2019

Information about this early years setting

The childminder registered in 1996 and lives in Wythenshawe. Her provision operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides funded early education and works alongside a co-childminder.

Information about this inspection

Inspector
Susan King

Inspection activities

- The childminder and the inspector held discussions about how the childminder plans and implements her curriculum.
- The childminder and the inspector observed and discussed children's learning.
- The inspector observed interactions between the childminder, her co-childminder and the children.
- The inspector heard and read feedback from parents and took account of their views.
- Documents used in the childminder's setting were sampled and evaluated by the inspector.

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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