

Childminder report

Inspection date: 12 June 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

Children flourish in the childminder's care. They benefit from daily routines that are flexible to accommodate the individual care routines they enjoy at home. Children settle quickly and demonstrate that they feel safe and secure. The childminder knows children and their families very well. She provides many learning experiences that help children to build their understanding of their place within the community and the wider world.

The childminder has high expectations for children and is a good role model. Children behave well and have lovely relationships with the childminder. Children show a keen interest in their play and demonstrate positive attitudes towards their learning. For example, the childminder encourages babies to catch and roll balls to each other. She praises children for their efforts and achievements. This helps children develop a 'can do' attitude and builds their perseverance and resilience.

The childminder skilfully implements a balance of child-led and adult-led play opportunities. These focus precisely on supporting children to achieve what they need to learn next through a well-sequenced curriculum. The childminder uses her regular observations and assessments to help to swiftly identify and address any gaps in children's development. All children make good progress. This means all children are prepared for their next stage in learning, including their eventual move to school.

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

- The curriculum for communication and language is good. The childminder uses a range of strategies to support babies' communication skills. For example, babies cooperate happily with having their nappy changed because the childminder uses this effectively as a learning opportunity. Babies respond with interest and make eye contact as the childminder talks to them and acknowledges their sounds and babbles. She encourages back-and-forth interactions. This supports children's language development.
- The childminder promotes children's health and well-being well. Children engage in daily physical activity and frequently visit the park, where they enjoy using larger play equipment. The childminder demonstrates a strong understanding of the importance of good oral hygiene. For example, children brush their teeth after dinner each day, and the childminder plans activities and initiates conversations to reinforce this learning. Children develop an awareness of healthy lifestyle habits.
- The curriculum for physical development is good. Babies thoroughly enjoy exploring and playing with natural and everyday objects. They explore the multi-textured sensory balls, learning how to use their grip and developing their

senses. The childminder also ensures that she places some toys just out of the way so they learn to reach going on to their hands and knees. This helps children to get ready for the next stage of their physical development of crawling.

- The childminder supports children's independence well. For example, she encourages children to manage small tasks, such as feeding themselves and putting on their coats. The childminder organises the environment so that children can help themselves to resources and make decisions. This helps prepare children for their future learning, such as starting school.
- Children benefit from the wide range of experiences the childminder gives them. For example, they regularly attend different pre-school groups, visit the library and join in with community events. Furthermore, children learn about similarities and differences between them. This helps to raise their awareness of the diverse world they live in. These opportunities broaden children's understanding and knowledge of their local area and the world around them.
- The childminder demonstrates a strong commitment to her continuous professional improvement. She actively seeks guidance from early years professionals, completes training and engages with local childminders to share good practice. The childminder is passionate to do the best she can for children in her care.
- Overall, partnerships with parents and carers are strong. The childminder keeps parents well informed about their children's day through daily conversations and regular photo updates. Parents speak highly of the childminder, describing the setting as a nurturing and safe environment. However, the childminder does not consistently share ideas with parents to support children's learning outside of the setting to support continuity in children's 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:

- enhance opportunities to develop children's learning at home to further meet their individual learning needs.

Setting details

Unique reference number	500539
Local authority	Manchester
Inspection number	10388295
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	5 July 2019

Information about this early years setting

The childminder registered in 1994 and lives in the New Moston area of Manchester. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded early education.

Information about this inspection

Inspector

Kelly Little

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.
- A joint observation was carried out by the childminder and the inspector.
- The inspector observed the quality of the interactions between the childminder and children and assessed the impact on children's learning.
- Parents shared their views with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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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