

Childminder report

Inspection date: 7 August 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder creates a warm and homely environment. She is extremely nurturing. Her calm and gentle approach supports children to feel safe and secure in her care. Children develop close bonds with the childminder. They demonstrate that they are happy, content and quickly immerse themselves in play. The childminder offers tailored settling-in sessions to support children's needs. She spends time with parents to help to ensure she understands children's individual needs.

Children enjoy a range of learning experiences at the childminder's home and out in the local community. They enjoy exploring the resources available to help enhance their learning and development further. For example, children are encouraged to persevere and have a go when dressing dolls. The childminder models how to complete the task. Children follow her guidance and smile with delight when they succeed. This helps to raise children's self-esteem and confidence.

The childminder has high expectations for children's behaviour. She is a good role model. The childminder models saying 'please' and 'thank you' during activities. She gently reminds children to be kind to one another and to take turns. Children develop a clear understanding of the childminder's behavioural expectations. The childminder gives children choices during play. This helps children to feel valued. Children respect the childminder and play well together.

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

- The childminder knows the children well. She plans learning based on their needs and interests. The childminder observes and monitors children's progress regularly to support their next steps. This enables her to identify and act upon any gaps in children's learning. All children make good progress from their starting points.
- Overall, the childminder offers a language-rich environment. Children enjoy sharing a wide range of storybooks with the childminder. The childminder supports children to foster a love of books. Children turn the pages and point to pictures. They become fully engaged in stories. That said, at times, the childminder asks children questions but does not always allow them enough time to think and respond. This means that, on occasion, children's language and communication is less effectively supported.
- Children enjoy exploring the local community with the childminder. She takes them to the local playgroup regularly so they can socialise in larger groups. This helps to enhance children's social skills and helps to prepare them for their eventual transition to school.

- The childminder supports children to learn about the world around them. She explores a range of different festivals and traditions. For example, children have developed their awareness of Diwali, the festival of lights. Opportunities such as these help to raise children's awareness of the similarities and differences between themselves and others.
- Children's physical development is supported well. For example, children play on the climbing frame and slide down the slide, taking turns. The childminder gently reminds children of the rules when using the equipment to ensure they stay safe. Children develop good physical skills over time.
- The childminder promotes children's mathematical development effectively. They learn to count and recognise numerals around the provision. The childminder encourages mathematical language, such as big, small, up and down. Children use this language in their play. Children are proud to demonstrate what they know and can do.
- The childminder provides a healthy and nutritious diet for all children. She teaches them about the importance of leading a healthy lifestyle. This supports children to make healthy choices from an early age.
- The childminder promotes independence through well-established routines. For example, children wash their hands regularly and learn to feed themselves. Younger children are supported getting dressed. These consistent steps help children build confidence and prepare them well for future learning.
- The childminder has good partnership with parents. She informs them of the progress their child has made on a daily basis. The childminder shares ideas of things that parents may try at home to further enhance their child's learning and development. This helps to promote a consistent approach for all children. Parents report that their children enjoy the time they spend with the childminder and talk about the experiences she offers.

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 questioning techniques so that children have time to think and respond to further support their language and communication development.

Setting details

Unique reference number	503115
Local authority	Manchester
Inspection number	10399451
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	3 December 2019

Information about this early years setting

The childminder registered in 2001 and lives in Moston, Manchester. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Lisa Grundy

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke with children during the inspection.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector evaluated an activity together.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025