

Childminder report

Inspection date: 10 September 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 receive good emotional support. The childminder builds children's confidence and self-esteem. The childminder takes time to get to know children well. Children settle in gradually, starting with short sessions and building up over time to help them settle and feel safe. Children respond well to her calm and consistent approach. They seek comfort when needed. The childminder uses praise and gentle encouragement to help children feel valued. Children show confidence and enjoy being part of a group. Children engage in daily exercise where they ride bicycles and climb on outdoor equipment. This helps children to be active as part of their routine.

The childminder designs her curriculum to meet the needs of children. She introduces activities that help children learn how to sequence numbers. Children enjoy exploring and investigating, such as in outdoor water play activities. The childminder provides a range of experiences that help prepare children for their next stage of learning. Children practise using utensils and drink from open cups, which supports their independence. Children are able to undertake tasks for themselves.

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

- The childminder uses training to improve her knowledge and practice. She attends courses about children's behaviour and diverse learning needs. This helps her understand how to support children with different needs. Children benefit from routines that promote emotional security.
- Children experience a broad and balanced curriculum across all areas of learning. The childminder plans activities that help children compare quantities using scales and weights to support their mathematical development. Children explore how colours change when they are mixed together. Children are engaged and show growing confidence in expressing their ideas.
- The childminder is good at asking older children appropriate questions. However, she sometimes provides younger children with tasks that are too complicated. For instance, as young children splash in water, she asks questions that require abstract thinking, such as predicting outcomes or explaining changes, which they are unable to answer. This limits younger children's ability to access the intended learning within the activity.
- The childminder provides good support to develop children's personal, social and emotional skills. The childminder helps them understand the boundaries of what they are allowed to do. She encourages children to reflect on their actions. She uses consistent routines and clear expectations to promote positive behaviour. Children learn to cooperate with each other and build friendships with their peers.

- Children learn how to be independent. The childminder supports them to put on their own shoes and coats. She encourages them to make decisions about what they want to play with. Children show confidence in their choices and are becoming independent learners.
- The childminder promotes children's physical development. She encourages children to navigate climbing equipment and develop their balancing abilities. The childminder helps children undertake physical movements as they follow instructions in games such as 'Simon Says'. Children develop strength, coordination and control in their movements.
- The childminder works closely with parents and carers. She shares updates about children's care and education through daily conversations. The childminder offers suggestions for home learning, such as encouraging children to practise self-care routines. Children benefit from shared approaches between home and the setting.
- The childminder gathers information from parents when children first start in her care. However, she does not always gather information from previous settings children have attended. This means she does not have full information about children's previous experiences to inform her initial planning for children.
- Children enjoy listening to stories and exploring books with the childminder. She encourages children to choose books and join in with story time. Children develop their understanding of characters in stories and know that print carries meaning.
- The childminder helps children to make sense of the world around them. She encourages children to make connections with familiar experiences. She talks about the sea as children add blue food colouring to water. Children enjoy exploring new ideas and build on what they already know.

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:

- plan and implement the curriculum more effectively for younger children to ensure learning is accessible to meet their next steps in learning
- gather and use information from previous settings children attend to better understand prior experiences to build on their existing skills.

Setting details

Unique reference number	EY266435
Local authority	Manchester
Inspection number	10413792
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	18
Number of children on roll	7
Date of previous inspection	30 September 2022

Information about this early years setting

The childminder registered in 2003 and lives in the Northenden area of Manchester. She operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant early years qualification equivalent to level 4. The childminder works with a co-childminder and assistants. She provides government-funded childcare.

Information about this inspection

Inspector

Joanne Ryan

Inspection activities

- The childminder showed the inspector around the premises and discussed how they ensure 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 their curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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