

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 early mathematical development is a particular strength of the setting. The childminder skilfully builds mathematical concepts into her interactions with children. During a water-play activity, she asks them, 'Are you counting how many scoops or doing one big pour?' The question helps children to think about both size and quantity as they fill and empty containers. The youngest children watch and copy the older ones. They begin to count as part of their self-initiated play. All children make very good progress in their learning.

The childminder develops effective partnerships with parents and carers. Her daily dialogue with them means that she knows when children have discarded their dummy at home. She holds conversations with children about this. These sensitive interactions promote children's emotional well-being and self-esteem. They feel proud of their achievements. The childminder notices and praises children's positive behaviour and good manners. This encourages children to become willing and active participants in daily routines. They patiently wait for their turn to wash their hands and to collect the cutlery that they need to take to the meal table.

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 introduce a new resource to the setting. The childminder attached photos of children's houses and local landmarks to small, house-shaped bricks. These familiar scenes excite children's interest and attention. The childminder builds on this. She helps children to think and talk about familiar places and local outings.
- The childminder promotes children's vocabulary effectively. When younger children point at the plate of snacks and say, 'that one', the childminder includes the word 'crumpet' in her reply. Children, therefore, hear words in meaningful contexts. Children match shapes to an outline on the illuminated table. They learn that putting two 'semi-circles' together makes a 'circle'. This activity helps children to add more words to their mathematics vocabulary.
- Children develop positive attitudes to learning. They want to make sandcastles by turning buckets filled with sand upside down, but their early attempts are unsuccessful. The sand fails to stay castle-shaped when the bucket is lifted. The childminder tells children not to worry, because they can try again. This helps

them to learn to persevere and to keep practising until they succeed.

- The childminder teaches children to work things out for themselves. During water play, they try to fill the toy kettle, but it will not fit under the play-sink tap. The childminder helps children to think about other sources for the water that they need. The childminder talks with children about who has not yet arrived at the setting today. She gives children clues that help them to remember their friend's name. This promotes children's memory and thinking skills.
- The childminder builds story times into her curriculum. Children often bring her their favourite books to read. She also shares non-fiction texts that engage and inform them. A book about garden birds has recently captured children's interest. They hear the names of the birds, then press the buttons to listen to their songs. This promotes children's vocabulary and listening skills well. They experience reading as enjoyable and rewarding.
- Children follow consistent routines that help to promote their safety. After mealtimes, children carry and stack their chairs at the side of the play space. This reduces trip hazards. Children know the reasons why they must wash their hands before they eat. This encourages them to take the time to wash them properly. Children, therefore, form habits that promote their good health.
- The childminder identifies a high number of appropriate possible learning outcomes for planned activities. However, at times, she does not focus closely enough on precisely what she intends individual children to achieve next as a result of taking part.

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:

- sharpen the focus on the intended learning for individual children.

Setting details

Unique reference number	EY304746
Local authority	Manchester
Inspection number	10398275
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	11 October 2019

Information about this early years setting

The childminder registered in 2005 and lives in Wythenshawe. Her provision operates all year round, from 9am to 5pm, 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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