

Childminder report

Inspection date:

22 September 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children are happy and settled in this warm, nurturing environment. The childminder builds strong relationships with children and their families. She knows each child extremely well and responds to their needs sensitively. The childminder promotes an inclusive atmosphere, where every child is supported and celebrated as an individual. The childminder has extensive experience meeting the needs of children with special educational needs and/or disabilities, helping them thrive alongside their peers. She offers reassurance and comfort when needed, ensuring children feel safe and valued in her care. Parents praise the setting that feels 'more like a family' and the 'profound' impact the childminder has on children's self-esteem and well-being.

The atmosphere is calm and welcoming. The childminder's core values of promoting resilience, individuality and for children to be proud of who they are, shine through. Children spend their time chatting, laughing and playing together. Parents describe the setting as a 'little community', where children show genuine care for their friends. For example, families attend a cross-country run together, supporting and celebrating each other's achievements. This results in children who are self-assured and have a strong sense of belonging.

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

- The high expectations of the childminder result in children's exemplary behaviour. Children engage enthusiastically in the thoughtful activities the childminder plans, proudly displaying their artistic creations. They show responsibility and respect for their environment, following rules and routines, such as tidying up after breakfast. These positive attitudes support children's independence skills and build their confidence in being able to do things for themselves.
- The school run is smooth and well organised, with clear routines that children follow confidently. They independently gather their belongings and line up sensibly. The childminder encourages all children to take responsibility on the walk to school, while still keeping them safe. They are trusted to check and make safe decisions when crossing the roads, always under her gentle guidance. This develops crucial life skills and ensures children are well prepared for the future.
- The childminder promotes children's personal development exceptionally well by fostering independence and decision-making. Children confidently help themselves to healthy breakfast options and sometimes collect fresh eggs from the chickens in the garden. The childminder emphasises the importance of starting the day with 'full and happy tummies'. Children show a willingness to try

new foods and record their likes and dislikes, encouraged to make their own choices and embrace new experiences.

- The childminder builds excellent partnerships with parents through regular and open communication. She shares observations and updates, such as the new foods children have tried or new skills they have developed. Parents describe her as 'extremely empathetic and supportive' and say she is 'more than just a childminder'. These strong relationships give parents confidence and, therefore, help children feel settled and content in her care.
- The childminder places children's safety and well-being at the heart of her setting. She has an excellent understanding of safeguarding and child protection. She evaluates her practice and speaks confidently about managing risks. Children learn important safety messages and are encouraged to manage risks in play, such as when helping to build an outdoor climbing frame. As a result, children develop the independence and awareness they need to make safe, thoughtful decisions. This prepares them for life beyond her care.
- The childminder places a strong emphasis on fundamental British values, helping children understand democracy and diversity. Children take part in simple voting activities to make decisions and learn to consider the impact of their choices. They are also given the opportunity to learn about democracy in real life, by accompanying her when she goes to vote. Cultural experiences, such as celebrating Eid, Diwali and Christmas, encourage compassion and respect for others. These experiences support children in becoming well-rounded, considerate individuals, who are well prepared for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY317458
Local authority	Manchester
Inspection number	10399687
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	5 to 11
Total number of places	10
Number of children on roll	12
Date of previous inspection	11 December 2019

Information about this early years setting

The childminder registered in 2005 and lives in Chorlton, Manchester. She operates Monday to Friday, from 7.45am until 9am and from 3.10pm until 6pm, excluding Fridays, term time only.

Information about this inspection

Inspector

Kathryn Walsh

Inspection activities

- The inspector held conversations with the childminder and children throughout the inspection.
- The inspector took account of the views of parents from written feedback they had provided.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector accompanied the childminder and children on the morning school run.

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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