

Childminder report

Inspection date: 19 March 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

The childminder is committed to helping children to develop skills that support their current and future learning. She places high importance on preparing children for primary school. She encourages children to be independent and to give tricky tasks a try. She assures children that they are capable of great things and fills them full of confidence. This reflects in children's attitudes to learning. They are keen and curious learners. They meet the childminder's high expectations with gusto.

All children take on responsibilities in the setting. They set the table, rearrange resources for eating times, tidy plates away and put on their own coats. This is particularly impressive for the youngest children and demonstrates the effectiveness of the childminder's well-established daily routines.

The childminder treats children with respect. She praises their efforts, gets down on their level to speak to them and listens to their choices and opinions. As the childminder is a strong role model, children in turn treat one another with similar levels of respect. Children help one another without any need for adult intervention. For instance, they put down their toys and instantly move to help their peers when they have dropped some things on the floor. They show wonderful, warm bonds both with their peers and with the childminder. This reflects in children's high levels of confidence and security.

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

- The childminder has designed a challenging curriculum, which encourages children to think, explore and engage. She sequences children's learning with an overall goal of children being prepared for primary school when they move on from her setting. She recognises the importance of individualised support within her curriculum. The childminder cements learning from her curriculum through repetition and embedded daily routines. She understands how young children learn and uses this knowledge to keep the curriculum accessible and fun.
- Overall, children are challenged. The childminder knows these children very well and is able to extend their individual learning effectively during free-play times. The childminder joins children's play, making it more exciting and extending the potential learning within the activities. For instance, when children make mud pies and sand pancakes, the childminder introduces simple mathematical concepts and asks questions that encourage children's critical thinking. However, some group activities are not organised effectively to meet the development stages of younger children. When the activities become too difficult, children sometimes lose focus and go to play elsewhere.
- The childminder supports children's good health well. She places great emphasis on outdoor play. Children are overjoyed with this approach. They instantly show

they feel 'at home' outdoors, rushing to their favourite areas and showing truly impressive levels of focus in their play. The childminder provides children with healthy snacks and reminds children about the benefits of exercise. Children show established understanding of hygiene routines, often tending to self-care needs like handwashing without any prompt from the childminder.

- The childminder is committed to her professional development. She evaluates her own setting and practice astutely and quickly picks up on any areas for development. The childminder attends training and engages actively with the local authority. She is keen to keep her knowledge up to date and this reflects in her good practice.
- Parents value the childminder. They appreciate that their children feel safe and happy in her care. They feel involved in their children's learning and enjoy the guidance the childminder gives them to help them further support their children's learning at home. This demonstrates the effectiveness of the childminder's partnerships with parents, which benefits children.
- The childminder is adept at managing children's behaviour. She knows that it is age-appropriate for young children to sometimes fail to consider the feelings of others. She uses these opportunities to begin to teach children about their own feelings and how they may impact on others. She praises children for their efforts, and children quickly begin to learn key social skills that support their future learning.
- The childminder acknowledges she needs to strengthen her working partnerships with the schools children attend or will soon be attending. She recognises that strong partnerships will better equip her to provide consistency in children's learning when they attend multiple settings.

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:

- consider the stages of development of younger children more effectively in the organisation of group activities
- further strengthen working partnerships with other professionals, particularly in support of children transitioning to primary school.

Setting details

Unique reference number	EY334530
Local authority	Manchester
Inspection number	10367814
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	9
Date of previous inspection	26 February 2019

Information about this early years setting

The childminder registered in 2005 and lives in the Wythenshawe area of Manchester. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds an early years qualification at level 2 and occasionally works alongside an assistant, who is unqualified.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views with 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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