

Childminder report

Inspection date: 8 August 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 warmly embraces and celebrates the individuality of every child within her inclusive, welcoming setting. She skilfully supports children's individual needs, enabling every child to develop a strong sense of belonging while consistently nurturing their confidence and self-esteem. The childminder is ambitious for every child to reach their full potential. The curriculum is individualised around children's current interests and next steps in learning. For example, children practise scooping and tipping to develop strength in their core muscles. All children, particularly children with special educational needs and/or disabilities (SEND), make good progress in the childminder's setting.

The childminder is a positive role model and has high aspirations for children. Since attending training on understanding children's behaviour, the childminder has made supporting children's emotional well-being a key focus of the curriculum. The childminder supports children to develop an understanding of their emotions. She is highly attuned to individual needs. For example, she offers comfort and reassurance when children are feeling sad. The childminder implements strategies, such as 'zones of regulation', to help children recognise their feelings. Children use these strategies with each other. They talk about what makes them happy when they are feeling sad. Together, children laugh and give each other a cuddle. This sensitive approach helps children to settle quickly and promotes their overall well-being.

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

- The childminder plans opportunities for children to take part in group experiences to develop their social skills. However, some of the group times are not always pitched at the right level for children. For example, some stories are too long for some of the younger members of the group. This means that during these times some children become disengaged in their learning.
- The childminder introduces non-fiction texts to spark children's curiosity. She introduces new vocabulary, such as 'foraging' and the names of grizzly bear body parts, extending children's language skills. Furthermore, the childminder reads fairy tales with enthusiasm and children eagerly repeat key words and phrases. These experiences support children's emerging literacy and language development.
- The childminder's curriculum promotes children's independence effectively. Children confidently take responsibility for their own tasks. For instance, children hang their coats on their pegs, pour their own drinks and practise chopping their banana for snack time. These opportunities equip children with important independence skills needed for the future.
- Parent partnerships are good. The childminder collects information from parents

about children when they first start and provides ongoing updates about their development. In addition, she shares ideas with parents to continue learning at home. This helps to provide a consistent approach to children's learning and development.

- The childminder supports children to build kind relationships with each other. Children help each other to tidy up the resources and together they say they are doing 'teamwork'. Children develop a sense of responsibility and respectful attitudes towards their friends and environment.
- The childminder is reflective and makes changes to benefit children's experiences. For example, she adapts the environment so that children with SEND can practise their physical skills effectively. Furthermore, the childminder ensures that all mandatory training is completed and collaborates with other childminders to share good practice. This helps to ensure that the childminder remains up to date and that she builds upon her skills over time.
- The childminder supports children to develop healthy lifestyles. She encourages children to practise brushing their teeth after mealtimes to develop good oral health. In addition, children follow some handwashing routines. However, the routines are not always consistently embedded. For example, the childminder does not encourage children to wash their hands after sneezing or coughing. This does not fully support children to consistently develop their own personal care skills.
- The childminder is passionate about supporting children with SEND. She uses effective assessment procedures to monitor children's progress. This helps her to identify and narrow gaps in their learning. She works closely with parents to ensure targeted interventions are in place to support children's individual needs. As a result, all children make good progress from their starting points.

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:

- strengthen the implementation of group times in order to best meet the developmental needs of all children so that they can engage fully in the learning opportunity that is provided
- consistently implement good hygiene procedures and support children to understand the importance of good, healthy handwashing habits.

Setting details

Unique reference number	EY343508
Local authority	Manchester
Inspection number	10398241
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	3 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 October 2019

Information about this early years setting

The childminder registered in 2006 and lives in Blackley. She operates all year round, Monday, Tuesday, Thursday and Friday, from 7.30am to 5.30pm, except for bank holidays and family holidays. The childminder provides government-funded childcare.

Information about this inspection

Inspector

Danielle McEwan

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 with the inspector during the inspection.
- 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 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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