

# Childminder report

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Inspection date: 11 September 2025

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder welcomes children into her home-from-home setting. She provides them with good-quality care and education. The childminder gives children praise and encouragement. She listens to children and values them as individuals. The childminder knows children well, and they build strong bonds with her. She works closely with parents to gain information about their child's interests, development and individual needs before they start. This helps her to plan for their learning. As a result, children settle well.

The childminder plans and delivers an ambitious curriculum. She promotes children's independence and confidence. For example, the childminder shows them how to zip up their own coat and how to peel a piece of fruit. This encourages children to develop their self-help skills. The childminder has created well-resourced areas, both indoors and outside, where children make choices about their play and learning. She encourages children to engage in carefully planned, play-based activities that spark curiosity and challenge.

Children's behaviour is good. They show their understanding of the childminder's rules, and she encourages them to say please and thank you. The childminder understands and meets children's care needs effectively. This supports their emotional well-being.

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

- The childminder promotes children's language and communication development effectively. For example, she talks to children about what they are doing during activities and asks questions that engage their thinking. Children enjoy singing, and the childminder encourages them to repeat words when singing the song again. This provides children with opportunities to learn new words and builds on their growing vocabulary.
- Children are developing an awareness of healthy eating habits as they enjoy nutritious meals. The childminder encourages young children to be successful at feeding themselves and praises their efforts. This helps to support their growing independence. The childminder helps children to learn about the importance of brushing their teeth after eating. This promotes children's understanding of healthy lifestyles and supports their well-being.
- Children make good progress in their learning and development. The childminder plans activities that capture children's interest to help them build on what they already know and can do. However, during adult-led learning, she does not focus her teaching on encouraging children to engage fully so that they benefit from the rich experiences on offer.
- The childminder takes pride in her continued professional development. She

uses what she has learned to further improve her curriculum. This helps to meet children's individual learning needs. The childminder networks with other childminders to share good practice.

- The childminder understands the importance of learning outdoors. Children confidently explore the garden, where they enjoy playing with sand and water. They learn about where food comes from as they grow vegetables in the garden. Children enjoy playing outside each day, which provides them with a range of opportunities to build strength in their larger muscles. They confidently climb up the ladder to come down the slide and make marks with chunky pieces of chalk. The childminder understands how this contributes to children's physical development.
- Children enjoy trips outside the setting. The childminder takes them to ride on the tram, visit museums and the local playgroup. This helps children to understand the wider world and the community in which they live.
- Children take turns and share toys. They form firm friendships with one another and play together happily. The childminder offers praise, saying, 'Well done.' This helps children gain the skills they need to be ready for the next stage in their learning.
- Feedback from parents is positive. They speak highly of the childminder and the service she offers to their children. Parents feel that the childminder treats each child as an individual and is responsive to children's needs. For example, she recognises that some children benefit the most from playing outdoors.

## 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:**

- focus teaching on encouraging children to engage fully so that they benefit from the rich experiences on offer.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY366354                                                                          |
| <b>Local authority</b>                             | Manchester                                                                        |
| <b>Inspection number</b>                           | 10398742                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 9                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 7 November 2019                                                                   |

## Information about this early years setting

The childminder registered in 2008 and lives in Manchester. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for all eligible children. She holds an early years qualification at level 6.

## Information about this inspection

### Inspector

Dawn Clancy

### Inspection activities

- The childminder and inspector discussed how the childminder organises her early years provision, including her aims for her curriculum.
- The childminder spoke with the inspector about the children's learning and development, with a particular focus on independence and confidence.
- The inspector observed the quality of education provided, indoors and outdoors, and assessed the impact that it was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documents 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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