

Childminder report

Inspection date: 4 August 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settle well in the care of this kind and enthusiastic childminder. Young children giggle as she scoops them into her arms. The childminder talks to children about the daily routine. This helps children to anticipate what might happen next in their day. Children are encouraged to take care of their own belongings, for example, they hang up their coats and put their shoes away. This helps children to have a sense of belonging. Older children say the childminder's house is their 'home from home'. The childminder encourages children to make choices throughout the day. Children are eager to engage and they concentrate well. They choose what they want to play with, such as dough. Children are curious as they push shells into dough. They lift the shells carefully and gasp in wonder at the patterns they have made. The childminder joins their play. She talks to children about the textures and the patterns in the dough. The childminder demonstrates new language to support children to build their vocabulary. Children make good progress in their learning.

The childminder demonstrates kind and caring behaviour to children. Children turn take and share resources. They demonstrate good manners. Older children show care for their younger friends, for example, they show them how to put together resources that they would otherwise find difficult. The childminder is consistent, she regularly praises children, telling them exactly the behaviour she likes. As a result, children know the expectations for good behaviour. They demonstrate this as they tidy toys after use, so no one trips over them. Behaviour is good. In addition, children begin to consider ways to keep themselves and their friends safe.

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

- The childminder uses regular discussions with other childminders to share good practice. She attends training to further her knowledge. For example, the childminder recently attended training to build her skills in supporting children with special educational needs and/or disabilities. As a result, she allows children more time to think and respond in conversation. Children are making progress and gaps in learning have reduced.
- Overall, the curriculum is well planned. Children make good progress. The childminder knows each child well and she uses her observations to plan their next steps. However, children's learning is not always effectively sequenced. Tasks are sometimes too difficult or too easy for children's current stage of development. For example, children are asked to match numbers before they are confident in number order and names. These tasks are beyond some children's current ability. Consequently, some children lose interest in certain activities.
- Staff support children's physical development with a variety of learning experiences planned to help children stretch, bend and balance. For example,

children have a tremendous time completing yoga exercises. They work hard to balance on one leg. Staff also support children to develop their smaller muscles and hand-to-eye coordination. For example, children carefully squeeze pipet's and stack small toys. Children make good progress in their physical development.

- Staff support children to develop good personal skills. For example, children learn to use the toilet independently. With the support of caring staff, they progress from using a potty to toilet. Children know that washing their hands removes germs that could make them feel unwell. In addition, the childminder encourages children to take part in regular exercise. Children talk about their hearts beating faster when they run and climb. They develop good hygiene habits. Children develop good knowledge of ways to stay healthy.
- The childminder provides learning that supports children to be curious. For example, she encourages children to work out how they can rescue toy sea creatures from blocks of ice. Children add water to the ice. They realise it melts more quickly when placed in a container of water. Children learn to test and experiment. They develop problem solving skills that can be used in future learning.
- Children benefit from trips and outings. For example, the childminder takes children to toddler groups. This helps children to learn good social skills as they meet new friends and play together. In addition, children become more confident in new environments. They learn to join in group activities, such as story sessions. Children learn skills that help to prepare them for their eventual transition to school.
- The childminder works in close partnership with parents. She shares her policies as children start at the setting. This helps parents and the childminder to work consistently. For example, to support children with clear expectations about healthy eating. The childminder talks to parents about their child's day and their current learning. She offers ideas to support their next steps in development. This helps children to benefit from continuity between the setting and home.

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:

- sequence the curriculum to support children to cumulatively build on what they know and can do.

Setting details

Unique reference number	EY384654
Local authority	Manchester
Inspection number	10376905
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 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	21 October 2024

Information about this early years setting

The childminder registered in 2008 and located in Abbey Hey, Manchester. She operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 2. She offers government funded childcare places.

Information about this inspection

Inspector

Lynn Richards

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and the impact of this 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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