

Childminder report

Inspection date: 26 February 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 offers an inclusive and welcoming home-from-home environment for children, who enjoy spending their time with her. Children happily enter and wave goodbye to their parents. They are confident to explore the resources and develop friendships with their peers. Children learn the importance of cooperating with others and sharing popular resources. The childminder successfully prioritises children's emotional well-being. Children are eager to help the childminder with tasks. They enjoy watering the plants and herbs. The childminder extends children's interests further. For example, she encourages children to smell the mint plant and talks to them about how they will use this in their cooking. Children are motivated learners.

The childminder has high expectations for all children. She provides an ambitious curriculum with a focus on developing children's communication and language skills. Story time sessions are planned into the daily routines. The childminder provides children and their families with books and story props to take home and share together. This supports children's early literacy skills. Children recall past events from photos displayed in the setting. They talk about going to the shops to look at pumpkins and remember their association with Halloween. Children have opportunities to meet new people as they visit the library and local playgroups. This supports children's developing social skills.

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

- The childminder undertakes regular assessment of children's development. She uses this information to help plan the next steps in children's learning. Regular assessment and monitoring of children's development helps to identify and address any gaps swiftly.
- Developing children's communication and language skills is at the heart of the curriculum. The childminder understands the importance of these skills for children to make progress in all other areas of learning. The childminder consistently communicates with children. This helps to build on their developing speech.
- The childminder provides some opportunities for children to develop their independence skills. She knows what she wants children to be able to do for themselves, including managing their self care. However, at times the childminder does things for children that they can do themselves. For example, she turns on the tap and puts the soap on children's hands for them. This means that the childminder's routines do not always support children to develop their independence skills.
- Expectations for children's behaviour are high. The childminder consistently reminds children of the boundaries in place, such as 'no running indoors'. She

supports children to develop their turn-taking skills and gently reminds them where appropriate. When children need support in managing their feelings, the childminder talks to them in an age-appropriate way. Children are developing some of the skills and knowledge they need in preparation for school.

- The childminder provides opportunities for children to gain knowledge about cultures other than their own. For example, she takes children to local community events where they explore diverse cultures. Children listen to stories and explore items such as cultural clothing. These opportunities help children to build an awareness of culture and diversity.
- Children learn about practices that contribute to a healthy lifestyle. For example, they enjoy a variety of fresh fruit at snack time. The childminder talks to them about the food they are eating. This increases children's knowledge of the benefits of healthy eating. Furthermore, children routinely wash their hands before meals and after playing in the garden. These opportunities help children understand how to stay healthy.
- Parents comments show they value the childminder and the support she offers to them. Parents enjoy regular updates from the childminder about their children's development. The childminder shares activity ideas to support learning at home. In addition, she shares information with parents to support children's routines, such as sleep information. These strong partnerships help to provide continuity of care and learning for children.
- The childminder demonstrates commitment to her role and professional development. She regularly attends webinars and training courses. These opportunities help the childminder to evaluate her provision and make any changes where necessary. However, the childminder does not provide enough support to any assistants she works with to develop their knowledge and skills. This means that the quality of interactions between any assistants and the children is not supported to be strong.

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:

- review routines to strengthen opportunities for children to further develop their independence and manage their own self care
- identify appropriate professional development opportunities for any childminding assistant to further support them in their role.

Setting details

Unique reference number	EY388803
Local authority	Manchester
Inspection number	10372485
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 4
Total number of places	12
Number of children on roll	8
Date of previous inspection	23 April 2019

Information about this early years setting

The childminder registered in 2009 and lives in Manchester. She operates term time only, from 9am to 2pm, Monday to Thursday. The childminder holds an appropriate level 3 qualification. She works with an assistant. The childminder offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Jade Patten

Inspection activities

- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation such as evidence of the childminder's suitability to work with children.
- The inspector took account of parents' views from their written feedback.
- The inspector observed the quality of the interactions between the childminder, her assistant and the children and assessed the impact of these on the children's learning and development.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.

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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