

Childminder report

Inspection date: 22 July 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

Children thrive in this nurturing setting. The childminder is a good role model. She is kind and gentle in her approach and children understand the expectations and rules of her setting. Children receive lots of praise and reassurance and make friendships with others attending. Older children are mindful of the youngest children and offer them toys and reassurance. Children demonstrate a real sense of belonging, and behaviour is good.

The childminder has developed a thoughtful curriculum that prepares children well for their eventual move on to the next stage of their education. She gathers information from parents when children first start and uses it to plan for each child's learning effectively. Furthermore, the childminder sequences children's learning to build on what they already know and can do. Children learn about the world around them as the childminder takes account of the things they are interested in. They make choices in their play and engage in the learning opportunities provided in the stimulating environment. For example, children are supported to recall the animals from their recent trip to the zoo. They remember the different positions and shapes that the animals made and imitate them during their morning yoga session. Furthermore, the childminder engages children in zoo animal themed threading and matching activities. This helps to further extend their understanding of the topic. All children make very good progress from their starting points.

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

- Outdoor learning is a key strength of the setting. Daily access to fresh air and a variety of real-life experiences supports children's overall development. Regular outings to parks, playgroups and forest school provide rich learning opportunities. Children observe nature first hand and interact with different people in the community. Children learn skills such as developing a positive approach to risky play when visiting forest school environments.
- Children make good progress with their communication and language skills. The childminder supports younger children's communication development particularly well. For example, by repeating young children as they 'babble' and by introducing new vocabulary during conversations. All children develop the skills to become confident communicators.
- Early literacy is well supported. The childminder ensures children are provided with books they enjoy sharing and that help them progress in their learning. Children access quality resources and non-fiction books that reflect similarities and differences in the world in which they live. The curriculum provides opportunities for children to learn about different cultures. This helps children to develop an understanding of the world around them and prepares them for life

in modern Britain.

- Children develop a strong understanding of mathematical concepts. For example, the childminder skilfully supports them to understand that 'half' and 'in two' are the same. She maximises routine opportunities for children to count with purpose. This play supports their understanding of numbers.
- Children learn about healthy lifestyles. They are provided with healthy, nutritious meals and snacks and have access to fresh drinking water. Children are taught to wash their hands before mealtimes and after using the toilet. In addition, children are supported to learn about the importance of good oral health, which is skilfully linked into their play and routines.
- The childminder supports children to develop their independence. For example, she encourages younger children to take responsibility and tidy their toys away when they have finished playing. In addition, she also prepares older children for the next stage in their learning. For example, the childminder teaches children how put items of clothing, such as waterproofs, on before playing outside.
- The childminder strives to continuously improve her practice. She undertakes a wide range of professional reading and research to ensure her skills and knowledge are current. Additionally, through effective supervision and coaching, she supports any assistants she works with to reflect on their practice. She helps to identify their strengths and set targets for improvement. This enables the childminder to make a positive impact on children's learning.
- The childminder has established professional and friendly working relationships with parents. Parents comment that their children's development has come on in 'leaps and bounds' because of attending. They feel fully involved in their children's care and learning and appreciate the childminder's flexible approach to meet their needs.
- The childminder provides a stimulating learning environment to ignite children's imagination and curiosity. Children learn about the world around them through fun activities. That said, occasionally, during planned activities, the childminder does not fully consider how to adapt her teaching in response to children's emerging understanding and skills. This means that, at times, children's learning is not extended as precisely as possible.

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:

- enhance teaching skills further so that children's learning may be built upon

even more precisely.

Setting details

Unique reference number	EY415700
Local authority	Manchester
Inspection number	10392249
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	1 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 August 2019

Information about this early years setting

The childminder registered in 2010 and lives in Didsbury, Greater Manchester. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. The childminder provides funded early education for eligible children.

Information about this inspection

Inspector

Kelly Little

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder explained her intentions for the children's development and how she plans and implements the educational programme.
- The inspector spoke to children during the inspection and took account of the views of parents through reading written testimonials.
- The inspector looked at a sample of the childminder's documents. This included evidence about suitability and training.

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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