

Childminder report

Inspection date:

8 September 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 builds good relationships with the children in her care. She gives them lots of praise and positive encouragement. For example, the childminder comments, 'I like the way you are humming.' Children are happy and show high levels of confidence. The childminder gathers information from children's parents when they first start to attend. She understands children's likes and dislikes. Children settle easily into her care and are emotionally secure. The childminder supports children's healthy lifestyles. She provides children with healthy meals, such as rice and vegetables. Children benefit from regular outdoor play, where they participate in exercise. Children's physical well-being is promoted effectively.

The childminder observes children as they play and makes assessments of the things they are able to do. She plans a broad range of experiences for children. Children make good progress in their learning and development. The childminder encourages children to demonstrate positive attitudes to learning. Children are eager to join in with experiences. For instance, they take pleasure in using their coordination to throw balls into hoops. Children engage in their play for extended periods of time. They demonstrate good levels of concentration.

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

- The childminder engages in professional development to help her reflect on and improve her practice. She attends forum meetings, reads professional materials and shares ideas with other childminders. The childminder has identified and implemented new experiences for children. Children benefit from improved opportunities.
- The childminder prepares children well for their next stage of learning. She supports children to be independent. Children are able to put on their own shoes and select the resources they want to use. Children competently undertake tasks for themselves.
- The childminder enhances children's communication skills and language knowledge. She extends children's vocabulary through singing songs and reading stories. Children sing 'Rain, Rain, Go Away' confidently as they water the grass. Children use their language to describe the things they are doing.
- The childminder enhances children's personal, social and emotional development. She takes children on outings where they can socialise with others in larger groups. The childminder encourages children to take care of dolls. Children are able to express their emotions and interact positively with others.
- The childminder provides a broad range of activities that support children's development. However, the implementation of the curriculum does not always extend children's learning. Teaching is not consistently adapted to build on what children already know and can do. This means children are not always fully

challenged to make high levels of progress.

- The childminder implements a secure educational programme to enhance children's physical development. Children play with dough and strengthen their hand muscles. They navigate slides and turn the pedals on bikes. Children develop strength, agility and coordination.
- Children demonstrate good behaviour. The childminder gives children clear instructions so they know what is expected of them. She models kindness and respect. Children listen well and do the things they are asked.
- The childminder works effectively with parents. She communicates with them on an ongoing basis. They discuss children's routines and their next steps in learning and development. The childminder shares helpful information with parents so they can adopt the same approach. Children's individual needs are well met.
- The childminder engages children in imaginative play. Children take pleasure in playing with sand and pretending to make castles and birthday cakes. Children are creative and enjoy exploring and investigating the things they can make.
- The childminder teaches children about differences. She celebrates birthdays with food from children's cultures. She explains to children about differences, like glasses and wigs, and talks about churches and Eid. Children learn to respect diversity and have a good sense of belonging.
- The childminder supports children's early literacy development. She provides chunky chalks and felt tips and encourages children to write on the floor outside and cut out shapes with scissors. Children begin to understand that marks carry meaning.

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:

- refine the curriculum so that learning experiences consistently offer sufficient challenge to extend children's knowledge and skills.

Setting details

Unique reference number	EY431057
Local authority	Manchester
Inspection number	10407955
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 10
Total number of places	12
Number of children on roll	6
Date of previous inspection	22 January 2020

Information about this early years setting

The childminder registered in 2011 and lives in Manchester. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with her husband, who is her assistant. She provides government-funded childcare.

Information about this inspection

Inspector

Joanne Ryan

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The children spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and the children.

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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