

Childminder report

Inspection date:

5 September 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children develop secure attachments. They display a strong sense of belonging in this warm and welcoming setting. The childminder has high expectations for children's behaviour and learning. She models good manners very well. Children follow these expectations and learn to share and take turns. They repeat 'sharing is caring' and show kindness and respect to one another. The childminder recognises the importance of building children's emotional security so they can actively participate in further learning. She is calm and nurturing in her approach. The childminder's interactions with children are of a high quality. As a result, children become deeply engrossed in their play and have positive attitudes to their learning.

Children demonstrate high levels of confidence. They are eager to show visitors what they can do. The childminder has developed a flexible curriculum that is sharply focused on the skills children need to prepare them for their next stage. She adapts activities to reflect children's ages and abilities. The childminder provides lots of opportunities for developing children's independence.

Children relish their time outside in the childminder's secure and purposeful garden. They demonstrate good physical dexterity as they wash their dolls and pretend to bake cakes using sand and hand-held tools. The childminder teaches children practical life skills as they play. For example, she reminds them that the oven will be hot so they need an adult to help, and the dolls will be cold so they need a warm towel to dry them. This supports children to develop empathy and awareness and to consider their own risks.

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

- The childminder works tirelessly to forge links in the local community. She recognises the importance of networking to share knowledge, ideas and best practice. The childminder has developed good relationships with the local authority and liaises closely with other settings that children will shortly be attending. This helps to ensure that children's needs will continue to be met when they move on to their next stage of learning.
- The childminder is inclusive. She makes sure that she includes a variety of opportunities for children to explore the wider community in which they live. Children relish their weekly playgroup visits. They meet other people, practise their social skills and develop respect for each other's cultures and differences.
- Children benefit from an environment rich in language. The childminder narrates their play and tests their recall of previous learning. She adds new words and extends children's sentences. However, the childminder asks children more closed questions, which only allow for a one word or very short answer. Furthermore, she often asks questions in quick succession without allowing

children enough time to process, think and respond. This means that she does not consistently extend children's language development.

- The childminder embeds mathematical concepts into everyday routines. For example, she provides various opportunities for children to count and compare size. For instance, children count how many cotton reels they have and problem-solve if a round or a flat pebble will balance on top. They talk about how many minutes their cakes will take to bake in the oven and count the number of strawberries they have for their snack. This helps to develop a secure understanding of mathematics.
- Children develop good hygiene practices and independence. They know to wash their hands before eating and talk about needing to wash away the germs. Children confidently put on their own shoes and coats. They persevere to peel their oranges. The childminder gives children as much time as they need to manage their self-care tasks. She offers an abundance of praise when they succeed. Children grow in their independence and learn to manage their personal care needs well.
- The childminder promotes healthy choices consistently. She ensures that packed lunches adhere to healthy eating guidance and offers children fresh fruit for snack. Children have independent access to water throughout the day and the childminder reminds them to stay hydrated. The childminder teaches children the importance of brushing their teeth, both at home and in her setting. She sends home information on toothbrushing to further support parents, recognising that poor dental hygiene is a local concern. This helps to embed good oral hygiene and healthy eating habits.

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 the style of questioning to ensure that it allows children time to think and respond between questions.

Setting details

Unique reference number	EY547085
Local authority	Manchester
Inspection number	10399761
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 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	13 December 2019

Information about this early years setting

The childminder registered in 2017 and lives in Manchester. She operates all year round, from 7am until 6pm, Monday to Friday, except for family holidays. The childminder provides government funded childcare.

Information about this inspection

Inspector

Marianne McDowell

Inspection activities

- The childminder and the inspector discussed the curriculum and the intentions for children's learning.
- The inspector observed the childminder's interactions with children during their play and daily routines.
- The inspector observed the quality of education being provided and assessed the impact on children's learning and development.
- The inspector read feedback from parents and took account of their views.
- The childminder provided the inspector with a sample of relevant records and key documentation, including evidence of the suitability of adults living in the household and statutory progress checks for children.
- The inspector viewed all areas of the premises used for childminding and took account of how the childminder ensures that children are safe.

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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