

Childminder report

Inspection date: 25 April 2025

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

What is it like to attend this early years setting?

The provision is outstanding

Children receive the very best start to their education as they learn and flourish in this homely, safe and stimulating environment. The childminder builds strong and trusting relationships with each child. She carefully tailors activities to meet children's individual needs. This promotes children's development across all areas of learning. Children know what is expected from their childminder. They are emotionally secure and respectful of each other and their environment. Toddlers precisely navigate their way around, showing confidence and an understanding of the rules and boundaries in the setting.

The childminder carefully considers children's interests and next steps in learning from her assessments when children start. She demonstrates a deep understanding of child development and early education. This enables her to implement a superbly planned and sequenced curriculum for children to thrive and develop.

The childminder wholeheartedly believes in offering children experiences to enhance their understanding of the world and help them to become socially aware. Children excitedly embark on daily trips to the local park, the library and a playgroup. The childminder uses these social encounters to give children a wealth of knowledge to build on what they already know. She designs the environment well to accommodate an array of high-quality resources, indoors and outdoors, to support children's curiosity, awe and wonder. This promotes children's active learning that feels natural and thrilling for them to embrace.

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

- The childminder's home and learning environment is language rich with examples of print for children to learn from and recognise. More importantly, the childminder skilfully models language, provides a running commentary and naturally emphasises the correct pronunciation. This gives children a solid foundation to learn from.
- Communication and language are at the heart of the curriculum. For example, children name familiar animals during a matching game. The childminder subtly says 'horse' when children name a 'horsey'. In turn, children copy their childminder. This indicates they are continuously learning from her nurturing teaching style.
- Children demonstrate incredible self-help skills. From a very early age, they are able to manage early personal care routines, such as taking off and putting on their own coat and shoes. As children master this, the childminder praises their accomplishments. This allows children to celebrate their own successes.
- Children cleverly and confidently chop and prepare their own fruit and pour their own water all under the watchful and proud eye of their childminder. They

eagerly serve their own lunch and take turns while they enthusiastically discuss the variety of healthy food on offer. Developing this level of independence is all part of the childminder's ambitious mission to prepare children for school life and beyond.

- Interactions with parents and carers are exemplary and partnerships are solid. They value her detailed communication regarding their children's next steps and daily updates on their activities and achievements. The childminder shares policies regarding her expectations and procedures. This transparent relationship ensures that relationships remain open and trustworthy.
- The childminder fiercely promotes every aspect of children's development and health with passion and determination. For example, she supports oral hygiene practices and gives parent strategies to improve children's strength and stamina to boost their gross motor development.
- Children who speak English as an additional language receive exceptional support. The childminder provides dual language opportunities to treasure and celebrate heritage and children's home languages. She skilfully uses key phrases and vocabulary to give children ample opportunities to hear and cherish what is familiar to them and are naturally weaved into the inclusive practice. All languages and cultures are highly regarded and given the utmost respect in this setting.
- The childminder offers children a wide variety of activities and experiences that intensify their knowledge and understanding across all areas of learning. She gives particular attention to children's mathematical development. The childminder uses counting opportunities and comparative vocabulary to teach children early recognition of calculation and comparison. For example, she counts the steps as children carefully mount the slide outdoors. Children grin with glee as they go down the slide exclaiming words such as 'faster' and 'slowly'. This holistic style of teaching makes children's learning seamless.
- The childminder is committed to engaging in continuous professional development. This in-depth understanding and training allow her to keep up to date with current initiatives and legislation. The childminder continuously identifies ways to improve her provision to support any challenges that may come along.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY547662
Local authority	Manchester
Inspection number	10380445
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 June 2019

Information about this early years setting

The childminder registered in 2017 and lives in the Moston area of Manchester. She operates all year round, from 9am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised qualification at level 5. She provides government funded childcare.

Information about this inspection

Inspector
Susie Mortin

Inspection activities

- The childminder showed the inspector around 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 curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents and grandparents 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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