

Childminder report

Inspection date: 24 September 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

There is a lively and happy atmosphere at this friendly and enthusiastic childminder's house. The childminder provides a range of interesting activities in the thoughtfully organised environment. Children move confidently around the toys and resources, choosing what they would like to play with. The childminder is attentive to their needs and responds to what they say and do. For example, when children are playing a game with hairbrushes and combs, they ask her to join them, and so she does. This demonstrates the strong bonds and warm relationships between the childminder and the children.

Children have lots of fun at the childminder's house. They take out a tray of musical instruments and come together as a group to play them. Children jump up and down, squealing with excitement as they play their instruments loudly. They stop quickly at a signal given by the childminder. Children quiver with anticipation as they wait for the signal to play again. The childminder says 'Play!' and the children enthusiastically shake their shakers again. These activities support children's listening and attention skills effectively and demonstrate their positive attitudes towards learning.

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

- The childminder knows the children and their families well. She works in close partnership with parents to identify where children are in their learning from the start. The childminder uses this information effectively to plan for their next steps in learning. She has developed a varied and ambitious curriculum to support children in moving forward in their learning and development. The childminder uses regular assessments to check the impact of the curriculum. This ensures that all children make good progress.
- Usually, the childminder supports children's communication and language well. The setting is full of chatter and conversation. Children are confident to speak and know that they need to listen carefully to instructions. The childminder is full of praise for the children when they use a new word or extend their vocabulary. However, at times, the childminder does not give children enough time to process what has been said or asks a series of closed questions. This does not support children in extending the conversations. At these times, progress is less secure.
- Children have great fun choosing their dressing-up clothes and taking part in role play. For instance, they carefully unwrap plasters and unwind bandages, pretending to work in a hospital. Children kindly ask their friends if they can help them make the dolls better and gently place the plasters on them. The childminder holds out her arm as the children wrap the bandage around it and reassure her that she will be okay. These activities help children to develop a

caring attitude towards others and support the development of their imagination.

- Children enjoy taking part in a sorting activity. They use giant tweezers to sort through coloured bears in a tray, matching them to coloured cups. Children concentrate hard as they carefully lift the bears across the tray and drop them into the correct cup. They thoughtfully help their friends to find the correct colour bears for each cup. The childminder extends the activity by encouraging the children to count the bears as they go. This supports the development of children's early mathematics and fine motor skills well.
- Overall, children behave well. They say please and thank you and help to tidy away the toys when asked. However, at times, when behaviour issues arise, such as taking toys from others, the childminder does not consistently highlight the consequences of the children's actions. This means that children comply in the moment but do not develop a clear understanding of the impact of their behaviour on others. This reduces the opportunities for them to learn how to manage their own behaviour independently.
- Children learn about healthy lifestyles. For instance, they regularly pour themselves a drink of water from a dispenser and help themselves to an appetising platter of fruit and vegetables at snack time. At lunchtime, children enjoy the nutritious, home-cooked food provided by the childminder. The childminder sensitively encourages children to try all of the food on their plate and discusses the benefits of eating the vegetables. Children get daily exercise by going out on walks in the local community, using large equipment in the park or running around in the large outdoor space. This helps children develop their understanding of how to keep themselves healthy.
- Parents speak about the positive partnerships that they have with the childminder. They say that their children are happy and settled in her care. Parents appreciate the childminder's useful support and advice with issues such as food choices and toilet training. This helps to ensure that children have consistency in their care.

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:

- focus professional development opportunities to support children with their communication and language development further
- strengthen behaviour management strategies to help children develop an

understanding of the consequences of their behaviour and choices.

Setting details

Unique reference number	2734362
Local authority	Trafford
Inspection number	10407311
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in the Sale area of Trafford, Manchester. She operates from 7.30am to 5pm, Monday to Friday, term time only. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Sarah Gower-Jones

Inspection activities

- 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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- Parents 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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