

Childminder report

Inspection date: 12 March 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

This experienced childminder has high expectations of children's attainment. This is reflected in children's higher than typical use of language and their attention to learning. Children thrive in this childminder's care. They demonstrate that they feel happy and secure. The childminder meets their individual needs well.

The childminder knows the children especially well. She values their individuality and recognises when they need a change of focus. The childminder helps children to learn concepts in their home language, while also encouraging them to speak and express themselves in English. Children as young as two years of age have an extensive vocabulary that they use in the right contexts. All children understand the childminder's high expectations for behaviour. They behave well, learning to respect each other and each other's needs.

The childminder plans interesting and challenging activities with great care. She expertly expands on what children already understand and are capable of. Children demonstrate enthusiasm and become completely absorbed in their play. Children are confident and self-assured. The setting is inviting, safe and ideal for fostering children's learning.

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

- The childminder is well versed in the learning and development of children. She supports children's development in all areas of learning by carefully identifying what they need to learn next. This enables her to sequence her curriculum effectively. She makes sure that every activity, resource and interaction provokes thought. Children demonstrate high levels of motivation. They make good progress from their starting points.
- The childminder provides enriching opportunities that children may not otherwise participate in. She takes children on exciting outings away from the home where children learn about the local environment and the people who live there. For example, children enjoy trips to the art gallery and talk about picnics they have. As a result, children are developing an understanding of the community in which they live.
- The childminder provides excellent support for children who are learning English as an additional language. She uses key words and phrases in children's first language alongside English. This approach supports children to develop excellent communication and language skills.
- The childminder is very skilled at interacting with children. She considers the wide range of communication skills that young children need to learn. Children feel excited to share the new words they have remembered when they read stories about teddy bears going to space. For example, young children talk

articulately about daddy being an astronaut. Children accurately use new vocabulary in the correct context and have good conversational skills.

- The childminder is committed to regular training but does not organise it in the best way possible. Following the recent expiry of the childminder's first-aid certificate, she has swiftly addressed the situation and started a new first-aid course. However, this was only partially completed at the time of the inspection.
- The childminder encourages children to independently manage their self-care needs. For instance, older children go to the toilet and wash their hands together. Children remind each other to rub the soap in between their fingers and to use their specific towel to dry their hands. Younger children carefully wipe their own faces after mealtimes. As a result, children learn independence skills and the importance of good hygiene practices.
- Parent partnerships are highly effective. The childminder is committed to knowing her children and works in close collaboration with families. The childminder recognises that all experiences and opportunities are at the heart of children's learning potential. Parents are secure in the knowledge their children are well cared for and educated, giving them a strong foundation for the future.

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:

- improve the organisation of continuous professional development to help maintain current knowledge and skills.

Setting details

Unique reference number	310327
Local authority	Trafford
Inspection number	10372549
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	12
Number of children on roll	7
Date of previous inspection	25 April 2019

Information about this early years setting

The childminder registered in 1993 and lives in Stretford, Manchester. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with her husband, who is also a registered childminder.

Information about this inspection

Inspector

Denise Barnes

Inspection activities

- The childminder joined the inspector on a learning walk. She talked to the inspector about the curriculum and what she wants the children to learn.
- The childminder showed the inspector relevant documentation during the inspection.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to children to find out about their time at the setting.

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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