

# Childminder report

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Inspection date: 30 July 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder and her assistants support children's emotional well-being effectively. They build nurturing and caring relationships with the children in their care. The childminder and assistants help children to feel secure by listening to their feelings and encouraging them to express emotions through stories and role play. Children feel safe and develop strong attachments with adults and peers. The childminder provides good support to enhance children's physical well-being. Children enjoy taking part in dance sessions, where they move their bodies to copy actions. They use stepping stones indoors and outdoors to develop their balance and coordination. Children gain confidence in their physical abilities and have good control over the movement of their bodies.

The childminder provides a curriculum that helps all children make good progress in their learning and development. She uses observations and assessments of children to identify what they are able to do. The childminder plans opportunities for children to learn new knowledge and skills. Children are well prepared for their next stage in learning. The childminder promotes positive attitudes to learning. She encourages children to explore their interests, such as mixing different colours of paint in shaving foam and experimenting with the marks they can make. Children show curiosity and enjoy discovering new things.

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

- The childminder works collaboratively with her assistants. She discusses children's progress with assistants on a regular basis and they identify areas where children need extra support. Children benefit from a team that knows them well. However, the childminder does not always access precise professional development for her and her assistants. This affects her ability to focus on specific areas of practice that would further enhance the quality of teaching.
- The childminder sequences her curriculum for communication and language well. She uses books, songs and lots of conversations to extend children's vocabulary and understanding. Children enjoy listening to stories and are developing a love of books. They are able to talk about what they are doing and use language to explain their thoughts.
- The childminder supports children's personal, social and emotional development effectively. She promotes good manners and enhances children's social skills. Children say please and thank you to each other. They take turns and listen to each other respectfully. Children behave well and build positive relationships with others.
- The childminder has established a secure educational programme to enhance children's physical development. She supports children to develop their fine and gross motor skills. Children have continuous opportunities to use chalks to make

marks. They manipulate screwdrivers and build with small construction toys. Children develop strength in their hands and have good control when using tools for a purpose.

- The childminder provides a good range of opportunities for children to explore and understand the world around them. She teaches children about life cycles as they grow cucumbers and strawberries. Children learn about insects like dragonflies and spiders in the garden. They develop curiosity about nature and enjoy learning about the natural world in which they live.
- The childminder provides a broad variety of activities and experiences, which support children's learning and development. However, there are occasions when interactions do not fully support children's independence or provide them with enough time to think. On these occasions, children are not able to do everything they are capable of and do not have the opportunity to think in-depth about their ideas.
- The childminder builds good relationships with parents. Parents provide positive feedback about their children's care and education. The childminder regularly shares updates about children's time in her care. She works closely with families to support children's individual needs. Children benefit from consistent ways of working.
- The childminder establishes effective partnerships with schools. She communicates regularly with teachers and shares information about children's learning, development, behaviour and routines. Children benefit from continuity between settings.

## 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:**

- undertake targeted professional development that deepens understanding of child development and supports continuous improvement
- refine teaching strategies to promote children's independence and encourage deeper thinking.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 310340                                                                            |
| <b>Local authority</b>                             | Trafford                                                                          |
| <b>Inspection number</b>                           | 10399139                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 11                                                                           |
| <b>Total number of places</b>                      | 18                                                                                |
| <b>Number of children on roll</b>                  | 23                                                                                |
| <b>Date of previous inspection</b>                 | 21 November 2019                                                                  |

## Information about this early years setting

The childminder registered in 2001 and lives in Partington. Her provision operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants. The childminder holds a qualification at level 3. She provides government-funded childcare. The childminder offers overnight care on occasion.

## Information about this inspection

### Inspector

Joanne Ryan

### Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder, assistants and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their Early Years Foundation Stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder, assistants and 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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