

Childminder report

Inspection date: 4 February 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

The childminder offers a welcoming and homely environment where children feel safe, happy and secure. She has effective settling-in procedures that allow children time to settle in and that give the childminder time to get to know children well. The childminder is kind and caring towards children. For example, when children become upset, she offers comfort and cuddles.

The childminder is a good role model. She has clear rules and boundaries in place that children follow well. Younger children respond well to instructions. For example, children help to tidy up the toys after using them with support from the childminder. As a result, children's behaviour is good.

The childminder demonstrates a good understanding of child development. She plans her curriculum effectively and ensures that it builds on what children know and can do. The childminder supports children's learning and development from their starting points in development. She works in partnership with parents and carers to gather information prior to children starting. This helps the childminder to tailor activities to help to support children's next steps in learning. Children make good progress.

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

- The childminder plans her curriculum to meet the needs of all children. She gives children time to learn new skills. For example, children learn how to explore a variety of items. This helps to create new experiences for younger children. The childminder describes the items to children and introduces new vocabulary.
- The childminder supports children to develop their independence skills. Children independently select toys and resources that they want to play with and take a lead in their play. The childminder supports children to be independent at mealtimes. For example, babies learn to use cutlery during mealtimes. As a result, children become confident and independent learners.
- The childminder provides children with a range of experiences outside the home. They visit soft-play centres and meet up with other local childminders and the children in their care. This gives children time to mix in larger groups and form relationships to help prepare them for school.
- Children develop their communication and language skills when they snuggle on the childminder's lap for a story. She describes what is happening in the story. The childminder models words for children to repeat, then praises them when they respond. Children smile when the childminder praises them. However, the childminder does not consistently explore the use of songs and rhymes to support children's language development further.

- The childminder helps children to learn about different cultures and festivals. She teaches children about different cultures by exploring festivals, such as Lunar New Year and Diwali, with them. Children enjoy being creative and tasting different foods during these occasions. This gives children an opportunity to learn more about the world they live in.
- The childminder has a large garden where children enjoy watching the local wildlife feed from the bird feeder. Children point at the window when they spot a bird. The childminder spends time describing the bird while children watch with amazement. This supports children to learn about the world around them.
- Children enjoy a range of home-cooked and nutritious meals and healthy snacks throughout the day. The childminder ensures that children have access to fresh drinking water throughout the day. This promotes children's good health.
- The childminder has a good relationship with parents. Parents report that they are returning parents, as they value and trust the childminder, and that their children make good progress. The childminder keeps in regular contact with them, sharing daily photos.
- The childminder has completed mandatory training, such as paediatric first aid. However, she has not recently accessed professional development to help support her to raise the quality of education further.

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:

- strengthen the curriculum for language and communication further, giving children more opportunities to develop their language skills, such as through the use of rhymes and songs
- develop professional development opportunities to raise the quality of education further.

Setting details

Unique reference number	318213
Local authority	Trafford
Inspection number	10359810
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 December 2018

Information about this early years setting

The childminder registered in 1992 and lives in Urmston, Manchester. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lisa Grundy

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 curriculum is implemented and the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared written 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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