

Childminder report

Inspection date:

26 September 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

Summary of key findings

This provision meets requirements

- The childminder understands how to find out what children know and can do when they start to attend her setting. She plans to gather information from parents about children's existing knowledge and skills. The childminder explains she will undertake observations and assessments of children's stages of development. She describes how she will use this information to plan experiences that teach children new knowledge and skills.
- The childminder explains how she would respond to children who may need extra help. She describes how she would work with other professionals to utilise their expert advice. The childminder intends to tailor experiences to meet children's individual needs and abilities.
- The childminder explains how she would help children gain the skills needed for their next stage of learning. She describes supporting children to fasten their own shoes and carry their own bags. She would use books and conversations to help children understand what to expect at school.
- The childminder outlines how she would guide children to understand behaviour expectations. She describes using gentle reminders, role modelling and explaining house rules which will be displayed in the setting. The childminder explains she would work closely with parents to ensure consistency in managing children's behaviour.
- The childminder outlines how she would build relationships with parents. She plans to offer suggestions for home learning, such as, working together on next steps in learning from the two-year progress check. She would keep parents up to date on children's care and education.
- The childminder understands the importance of reviewing her practice and making changes to improve the quality of education offered to children. She would keep up to date through local networks, training and conversations with other childminders.

There were no children in the early years age range present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no early years children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

Setting details

Unique reference number	318331
Local authority	Trafford
Inspection number	10398290
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	5 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 October 2019

Information about this early years setting

The childminder registered in 1994 and lives in the Urmston area of Manchester. She operates all year round from 7.45am to 9am and 3 to 5.45 on Monday and Tuesday and 7.45 to 5.45 Wednesday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Joanne Ryan

Inspection activities

- The inspector discussed with the childminder how she intends to support children's progress, implement the curriculum and undertake observations and planning.
- The inspector viewed the resources and the areas of the premises that are used for childminding.
- The inspector discussed with the childminder how she intends to deliver the educational programmes for children.
- The childminder showed the inspector relevant documents.

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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