

Childminder report

Inspection date: 30 June 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

Children are happy with the warm and friendly childminder. They are eager to start their day, playing with their friends in this safe and engaging learning environment. Children are physically active, taking daily walks and playing basketball in the well-equipped garden. The childminder follows children's interests to ensure they are engaged in their learning, such as counting dinosaurs.

The childminder and children laugh together frequently. Children build pizzas in the role-play restaurant and then giggle mischievously as they pretend to drop them on the floor. Outdoors, children squirt the childminder with water before good naturedly giving the childminder a turn to squirt them back. The childminder promotes good behaviour and helps children to think about how their actions can affect others.

The childminder's curriculum prepares children well for future learning. She ensures children are independent in their learning and are able to complete simple self-care tasks. She supports children to develop the fine motor skills they will need for future writing. The childminder shows children how to make shapes using dough, which helps to strengthen their hand muscles. The childminder models the new vocabulary she wants children to use and supports children to become confident communicators.

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

- The childminder delivers an effectively sequenced curriculum. She plans engaging activities that build on what children know and can do. For example, children learn the names of simple shapes and colours before completing matching games and sorting tasks. Children embed this knowledge to form secure foundations for future learning.
- The childminder delivers a balance of child-led and adult-led learning experiences, which are mostly effective. However, the childminder does not consistently use effective questioning techniques to help extend children's learning further. At times, the childminder does not give children opportunity to demonstrate what they know in order that she may build even more precisely upon their learning.
- The childminder strives to meet children's individual learning needs. She makes regular assessments and uses these to make plans to help children reach their next milestones. For example, the childminder adapts her practice to help children who speak English as an additional language. As a result, all children make good progress in their learning.
- The childminder plans engaging outings. Children develop their larger muscles as they run and climb at the park. They learn new songs, engage in role play

and meet new friends at play centres. Children enjoy learning about animals during a visit to a farm. They recall laughing as they watch pigs squabble over straw. The curriculum for children is considerably enriched by these experiences.

- The childminder praises children's efforts and celebrates their achievements. Children grin widely as the childminder tells them what a good job they are doing. This motivates children to learn and boosts their self esteem.
- The childminder prioritises children's well-being. She speaks to children gently and warmly. When children first begin attending, they find the routines she puts in place reassuring. The childminder collects information about children's interests, likes and dislikes and incorporates these into her practice. This helps children to feel settled, secure and ready for learning.
- The childminder uses risk assessments to ensure children are safe in the setting. For example, she ensures doors and gates are locked to secure the premises. The childminder helps children to understand the importance of protecting themselves in the sun. Children help to apply their own sun cream and put on their own hat. Children are developing an understanding of how to keep themselves safe.
- The childminder communicates effectively with parents. She shares photograph updates, which reassure parents and help them feel part of their child's day. She explains children's progress and talks to parents about how they can support children to reach their next steps at home. This helps to promote a consistent approach to children's learning and development.

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 opportunities for children to share their thinking so that their learning may be built upon more precisely.

Setting details

Unique reference number	318415
Local authority	Trafford
Inspection number	10392435
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 11
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 August 2019

Information about this early years setting

The childminder registered in 1997 and lives in Manchester. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides government funded childcare.

Information about this inspection

Inspector

Natalie Myatt

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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