

# Childminder report

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Inspection date: 15 May 2025

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

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| 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 welcomes children into her stimulating, secure and home-from-home environment. She delivers her ambitious and holistic curriculum through nature, adventurous outings and opportunities to explore the local environment. For example, children embark on trips to spot reindeer in the woodlands, while they count trees and identify different aspects of nature. The childminder boosts children's curiosity, awe and wonder. In turn, children receive opportunities to learn about the world around them primarily through nature. This enriched learning experience makes teaching and children's learning effortless.

Children indicate what they would like to play with and access their own resources or activities with intent. This highlights how comfortable children feel in the childminder's setting. The childminder skilfully encourages children to share fairly. She extends this during their outdoor picnic lunch as children pass round the food to enjoy. The childminder takes every step to ensure that children become increasingly independent. She teaches children vital self-help skills, such as washing their own hands, taking off their own shoes and feeding themselves from a very early age. As a consequence, this level of independence is mirrored when children navigate their way around the learning environment.

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

- The childminder weaves communication and language through every aspect of the curriculum. She achieves this through children's play and focused teaching opportunities. The childminder provides clear and precise language to children, modelling words and sentences. This running commentary provides children with a language-rich experience.
- Children play with excitement and glee as they navigate their way around the well-resourced and vibrant environment. They engage in play scenarios with real-life resources. For example, children take pleasure in drumming the pans, trays and containers, creating music and developing their gross motor skills. This explorative play allows children to learn new skills in a seamless way.
- Communications with parents and carers are good. The childminder ensures that she keeps parents up to date with her assessments of children's learning. She shares children's next steps in development and any areas of support they need. Parents value the daily diaries they receive and feel the platform of information and communication is invaluable to their children's well-being and experiences. This creates discussion points about their day and the adventures they encounter.
- Children learn about nature and the wider environment. The childminder encourages children to tenderly care for the chickens at her home. Children happily feed them and collect the eggs from their coop. This experience

broadens children's knowledge and gives them hands-on learning opportunities. It also helps to strengthen and deeply embed children's learning.

- The childminder builds on what children already know, offering them links in their learning. For example, she encourages children to search for ladybirds in a tray of foliage, following on from a story about insects in the garden. However, the childminder does not fully support some children who require support to engage and understand. This does not ensure that all children are included in the activity.
- The childminder has formed close links with the local primary school. For example, she adopts the school motto and mission statement at her home. This creates a smooth transition and sense of familiarity when children transition to school.
- The childminder and any assistants she works with support children's emotional security well. They quickly tune in to children's moods and meet their needs promptly. Children seek out an adult when they need reassurance. Children help and respond with delight when they receive praise.
- The childminder is committed to keeping up to date with professional development. She uses her knowledge of new legislation and training to ensure that her home is a safe and an educational platform for children to learn and develop. However, the childminder does not focus her monitoring or provide supervision sessions to enhance and evaluate her assistants' practice. This does not consistently raise the quality even further of this inclusive provision.

## 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:**

- review the organisation of activities so that all children are included and engaged in their learning
- develop the use of supervision sessions for assistants to enhance their practice.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 318450                                                                            |
| <b>Local authority</b>                             | Trafford                                                                          |
| <b>Inspection number</b>                           | 10376054                                                                          |
| <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 10                                                                           |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 14                                                                                |
| <b>Date of previous inspection</b>                 | 15 May 2019                                                                       |

## Information about this early years setting

The childminder registered in 1998 and lives in Urmston, Manchester. She operates all year round, from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Susie Mortin

### 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 childminder organises her early years provision, including the aims and rationale for her curriculum.
- The children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on the children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on the children's learning.
- 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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