

Childminder report

Inspection date:

16 September 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed into a nurturing and stimulating environment created by the childminder. They quickly feel safe and at ease, moving freely between a wide range of activities. The childminder sets clear expectations and routines, which gives children confidence to explore and learn. Children benefit from rich opportunities for imaginative play. They build dens around a soft campfire, construct villages from cardboard boxes and create train tracks with open-ended resources. The childminder provides loose parts, such as metal pots and natural materials, which inspire children to experiment, solve problems and invent their own games.

Younger children are supported sensitively as they settle. For example, the childminder adapts sleeping routines to help children feel more secure. She models language, encourages mark making and joins in play to extend children's ideas. Children respond with curiosity and persistence, showing developing independence and enjoyment. Older children look forward to trips to the park, local groups and museums. They talk confidently about outings, such as visits to the zoo or the tram into Manchester. These opportunities help them to understand the world around them and broaden their life experiences.

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

- Independence is promoted through everyday routines. The childminder encourages children to wash their hands, use steps safely and take responsibility for their belongings. She supports toilet training with patience and adapts routines to meet individual needs. Children develop practical skills, resilience and pride in their achievements.
- Healthy eating is prioritised. Parents provide packed lunches, supported by the childminder's nutritional guidance. She introduces fruit, vegetables and opportunities for children to feed themselves. Older children sit together to share food and conversation, while younger children learn to use cutlery. This helps children to develop healthy habits and good social skills at mealtimes.
- The childminder continues to strengthen her professional knowledge. She undertakes regular training, including safeguarding, safer recruitment, speech and language development and loose parts play. This commitment enhances her skills and ensures children benefit from up-to-date practice.
- The childminder introduces babies to paint in a nurturing and purposeful way. She encourages them to explore the sensory feel of paint with their fingers before modelling how to use a paintbrush to show cause and effect. She names primary colours clearly and repeats them so that babies hear and begin to recognise new language. When babies attempt to put paint in their mouth, she responds calmly and gently redirects them. As a result, babies feel secure,

develop early communication skills and show increasing curiosity about creative play.

- The childminder notices when children are not progressing as expected and raises this with parents straight away. Her vigilance leads to further assessment and the right support being put in place. This shows how closely the childminder observes children and how well she works in partnership with parents to secure the best outcomes for children.
- The childminder offers children some experiences to help them understand the wider world. For example, children enjoy books introducing signing and online safety. Children also explore cultural celebrations and engage in related creative activities. However, the childminder does not yet provide children with enough experiences to learn about diverse families and wider differences. As a result, children's understanding of people whose experiences differ from their own is not yet consistently embedded.
- Children eagerly choose from the wide range of books that are accessible throughout the setting. They show confidence as they turn pages and point to the pictures, demonstrating positive early literacy skills. Children listen with concentration and excitement to different stories, responding with curiosity and enjoyment. The childminder's effective promotion of reading ensures that children develop a love of books from the earliest age, which strongly supports their language development and future learning.

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:

- embed teaching that provides children with knowledge about people in the wider community to help prepare them for life in modern Britain.

Setting details

Unique reference number	318550
Local authority	Trafford
Inspection number	10407489
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 9
Total number of places	6
Number of children on roll	2
Date of previous inspection	10 January 2020

Information about this early years setting

The childminder registered in 2000 and lives in Urmston, Trafford. She operates all year round from 7.30am to 5.30pm, Monday to Thursday. The childminder holds an early years qualification at level 3. The childminder works with an assistant. She provides government funded early education for all eligible children.

Information about this inspection

Inspector

Denise Barnes

Inspection activities

- The childminder and inspector completed a learning walk together of all areas of the home and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint observation of an activity.
- Parents shared their views with the inspector.
- The inspector looked at a sample of paperwork, including an up-to-date first-aid certificate.

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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