

Childminder report

Inspection date: 13 February 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children show that they feel welcome and safe in the home of the experienced childminder. The childminder teaches children to play lively, engaging games. They have fun playing hide and seek by placing small-world animals under concave stepping stones. The childminder enhances children's learning throughout the game. She guides them to discover that some animals are 'too big' to fit under the smaller stepping stones. This helps children to learn about relative size. Children know that there are three animals hidden. They keep searching until they find them all. This teaches children that numbers have a fixed value. It prepares them well for future mathematics learning.

The childminder demonstrates some effective strategies for encouraging children's cooperation. She prepares children for the end of the hide and seek game when she says, 'One more turn each and then we'll do something else.' This helps children to be ready to shift their attention to something different, when requested by an adult. It promotes children's capacity to benefit from education. Parents and carers describe their relationship with the childminder as being like 'a team working together'. For example, children encounter their favourite books, both at home and with the childminder. Sharing books in this way helps to broaden and enrich children's conversation and thinking.

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

- The childminder plans a curriculum that includes a variety of exciting outings. When children appear fearful about being near animals, the childminder organises a series of visits that allow children to observe and then gradually approach different animals. This supports children to become confident individuals. All children make good progress in their learning.
- Extending children's meaningful vocabulary is a particular strength of the childminder's provision. She helps children to distinguish between similar animals, such as leopards and jaguars. The childminder models her own desire to learn. She shows children how to look at the reference page at the back of the book to remind them of the names of less-common animals. Children develop a rich and ever-expanding vocabulary.
- The childminder's curriculum promotes children's knowledge of the world. They learn lots of interesting facts, such as the season of the year when lambs are born. However, sometimes, the childminder interrupts children's self-motivated enquiry to ask them unconnected questions. For example, she asks children to name written letters. The knowledge is not meaningful and the questions do not promote children's deepest thinking and swiftest progress.
- The childminder promotes children's love of reading and they are familiar with a range of fiction and non-fiction texts. Children read '100 Cats' and see new

details that provoke discussion. For instance, they see that 'bad cat' is wearing the necklace that belongs to 'jewel cat'. The childminder and children create a story about what might have happened. The discussion helps children to learn that taking things from other people is wrong.

- The childminder sequences children's learning. They make good progress towards putting outdoor clothing on by themselves. This prepares children well for starting school. However, some learning is less well sequenced. Children want to cut flowers, but this is difficult because they have formed the habit of using two hands to operate scissors. This is because the childminder, sometimes, does not focus assiduously enough on promoting children's step-by-step progress.
- Children demonstrate imagination in their play. During a craft activity, they make up storylines for the little pre-cut birds that they are gluing onto the paper nest. At other times, children become absorbed in assigning roles and actions to a family of small-world polar bears. Their thoughtful play demonstrates how much children already know about family life and about making relationships.
- The childminder teaches children habits that promote their good health. They know why they must put coats on when the weather is cold. The childminder completed training about promoting oral health. This helped her to introduce regular toothbrushing in a safe, manageable way in her provision. Children clean their teeth regularly and learn why maintaining good oral hygiene is important.

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:

- sequence children's learning even more effectively, so that progress towards the early learning goals is built on really firm foundations
- consider more carefully whether a question will extend or hinder children's thinking and learning.

Setting details

Unique reference number	318580
Local authority	Trafford
Inspection number	10368477
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	21 March 2019

Information about this early years setting

The childminder registered in 2001 and lives in Urmston. Her provision operates all year round, from 7.30am until 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides funded early education.

Information about this inspection

Inspector
Susan King

Inspection activities

- The childminder and the inspector held discussions about how the childminder plans and implements her curriculum. They jointly evaluated children's learning.
- The inspector observed interactions between the childminder and the children. She observed and spoke with children.
- The inspector read written feedback from parents and took account of their views.
- Documents used in the childminder's setting were sampled and evaluated by the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025