

Childminder report

Inspection date: 15 September 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder has made improvements to her setting since the last inspection. She provides a safe and welcoming environment where children's emotional well-being is of high priority. Children are confident at the setting and have a lovely relationship with the childminder. Rules and boundaries, such as children tidying up their own toys, are well embedded into the daily routine. Children follow the childminder's instructions eagerly and are keen to please her. They behave very well at the setting and understand what is expected of them.

The curriculum for literacy development is well implemented. Children enjoy listening and taking part in story time. The childminder reads with lovely intonation and interesting voices that bring the story to life. She asks children questions about the text to test out their understanding and to keep them interested. Children are confident to share their ideas and predict what they think might happen next in the story. The childminder encourages children to recall the last word from sentences to help them practise pronouncing different vocabulary. Children concentrate well and engage in story time for long periods. They are developing some of the key skills needed for their eventual move to school.

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

- Since her last inspection, the childminder has improved her programme of professional development. She has completed training to support her understanding of safer sleep and safeguarding procedures. However, she has not yet started to target her professional development more precisely on what she needs to strengthen next, such as the planning of her curriculum. This means that, at times, she lacks the confidence and knowledge to add breadth and ambition to what she plans to teach children.
- The childminder gets to know children well and monitors their development each term. She has a good understanding of what children know and some things she wants them to learn next. The childminder incorporates children's next steps effectively into their play and plans activities that are based on their interests. This helps children to remain engaged for extended periods. Children make good progress and are prepared for their next stage of learning.
- The childminder talks to children a lot and engages them in lovely back-and-forth conversations. She introduces new words, such as 'antennae', and teaches children the meaning. Children are very confident to ask questions and share their thoughts and ideas. They remember words they have learned in the past, such as 'telescope', and discuss what they are used for. Children are making good progress in their communication and language development.
- Children have a lovely attitude to learning when taking part in dough activities. They concentrate intently when learning to use a range of tools to manipulate

the dough into different shapes. Children use toy insects and natural resources, such as twigs and conkers, to make 'a forest'. The childminder offers children lots of praise and reassurance, which boosts their confidence and self-esteem. Children are eager and motivated to learn.

- Children are supported to be independent from a young age. They use the bathroom, put their plate in the sink and wipe their own nose. Children talk about the importance of handwashing to 'wash the germs down the drain.' However, the childminder does not always remind children about the importance of washing their hands after wiping their nose. This does not help to give children consistent messages about how to keep themselves healthy.
- The childminder helps to promote children's physical development. Children are keen to show their forward rolls and 'breakdancing'. The childminder encourages children to practise skills such as hopping to help promote their balance and control. Children love to dance and are developing good rhythm, coordination and muscle strength.
- Parents are happy with the quality of care provided. They receive daily feedback on their children's day, along with updates about their development. Parents know what the childminder is working on with children and what they can do to extend this at home. They provide updates about children's experiences at home and the childminder then uses these to promote learning at her setting. This helps to provide continuity in children's care and education.

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:

- target the programme of professional development more precisely to focus on areas of practice that need strengthening
- provide children with more consistent messages about the different ways to keep themselves healthy.

Setting details

Unique reference number	404541
Local authority	Trafford
Inspection number	10416569
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	3 to 5
Total number of places	6
Number of children on roll	2
Date of previous inspection	27 June 2025

Information about this early years setting

The childminder registered in 2001 and lives in Sale Moor, Manchester. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5.

Information about this inspection

Inspector
Kayte Farrell

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- 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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