

Childminder report

Inspection date:

3 September 2025

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children show that they feel secure in the childminder's care. They receive comfort when they are tired or unsettled. However, children's safety is not assured. The childminder does not carefully consider and remove all risks to children.

Consequently, children access items that are potentially dangerous. The childminder builds nurturing relationships with children. Children are given time to adjust after returning from a break in attendance. The childminder promotes the children's physical well-being. Children benefit from organic meals and fruit snacks, and the childminder ensures that children attend dental checks.

The childminder provides a curriculum that is ambitious for children. She plans activities based on children's current stage of development. For example, younger children develop their large muscles and early walking skills as they use push-along trucks to develop the coordination they need to take their first steps. Children make good progress in their learning and development as the childminder promotes positive attitudes. Children enjoy engaging in activities. They take pleasure in engaging in role-play activities while pretending to cook dinner. The childminder supports children's early communication and language skills by using language to describe the items children are using. Children enjoy learning and show curiosity.

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

- The childminder does not undertake appropriate risk assessments to ensure that children are kept safe. For example, the use and storage of equipment in the kitchen, such as kitchen knives, is not carefully reviewed to ensure that it is safely out of reach of children at all times. Consequently, children's safety is compromised.
- The childminder uses training and professional development to improve her knowledge and understanding. She uses the knowledge she has gained about children's oral health to develop packs for parents that include information leaflets, toothbrushes and toothpaste. This helps to ensure that children benefit from improved oral hygiene.
- The childminder provides good quality education through a range of well-planned experiences. She adapts activities to suit the children's individual stages of development. For example, as the childminder plays alongside younger children, she uses pop-up toys to help teach them about cause and effect. Children develop small-muscle skills as they press buttons and enjoy watching the characters pop up as they release the buttons. Children develop a broad range of skills and enjoy exploring how things work.
- The childminder sequences her curriculum for communication and language effectively. She sings songs and reads stories to extend children's language and understanding. Children benefit from attending rhyme-time sessions with the

childminder. Children learn to listen well, develop their understanding and begin to babble and respond.

- The childminder supports children's personal, social and emotional development. She takes children to playgroups and soft-play centres, where they learn how to interact with others and feel comfortable in new situations. This helps to ensure that children are prepared for their next stage in learning.
- The childminder supports children's positive behaviour through calm and consistent interactions. She praises children for the efforts they make, such as their attempts to stand up independently. The childminder encourages children to undertake tasks for themselves. Children learn how to feed themselves and choose the toys they want to play with. Children learn to behave positively and develop their independence.
- The childminder teaches children about the world around them. She uses books that explore different family structures and visits places like museums and farms with children. Children travel on the bus and learn about different types of transport. They develop their knowledge and understanding through engaging in real, first-hand experiences.
- The childminder works in partnership with parents to support children's learning and development. She shares resource bags with books and wooden characters, which parents use at home with their children to retell stories. The childminder regularly discusses children's progress in their learning and development. Children benefit from consistent support at home and in the setting.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
take all reasonable steps to ensure that children are not exposed to risks.	20/09/2025

Setting details

Unique reference number	501789
Local authority	Trafford
Inspection number	10399335
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	5
Date of previous inspection	28 November 2019

Information about this early years setting

The childminder registered in 2001 and lives in Stretford. She operates all year round, from 8am to 6pm, 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

Joanne Ryan

Inspection activities

- The childminder showed the inspector 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 early years foundation stage curriculum.
- The children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the childminder 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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