

Childminder report

Inspection date: 13 January 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in the care of the inspirational childminder. The childminder's highly ambitious curriculum ensures that all children acquire the skills and knowledge needed to thrive in future learning. The childminder carefully plans a wealth of inspirational activities to enhance and extend all children's learning and development. Children develop exceptionally positive attitudes to learning. They are curious and inquisitive learners who develop a thirst for knowledge. The childminder creates a purposeful, language-rich environment. As a result, children become highly confident and skilled communicators. For instance, they confidently ask questions to deepen their understanding of the different species of birds they observe. Children are eager to find out more and build upon their current understanding.

The childminder is an excellent role model. She has high expectations of all children's behaviour. Children are listened to, knowing that their thoughts and feelings matter. The childminder actively involves children in decision-making. For example, they have choices in what they would like to do next. This skilfully enhances children's confidence, positive behaviour and feelings of self-worth. Children proudly move around different areas of learning. They listen and follow instructions exceptionally well as they join in tidy-up time ready for the next activity.

The childminder is committed to prioritising the safety of all children who attend. She teaches children how to keep themselves and others safe. For example, children learn how to travel safely and have regular checkpoints when travelling to and from school. The childminder ensures that children understand the clear and appropriate boundaries she has in place.

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

- The childminder's ambitious and carefully planned curriculum supports children to acquire a wealth of new skills and knowledge over time. She knows children well and accurately identifies their next steps in learning. The childminder's support for children's learning is highly effective. She continually assesses the impact of the curriculum she provides and understands how to further extend and embed children's learning. For example, the childminder extends children's learning further by making links between different animal habitats and their understanding of hibernation. This helps to promote children's deep levels of curiosity and helps them make connections in their learning.
- The childminder instinctively knows when to let children lead their own play and when to step in to support and extend their learning. Children develop an understanding of what is happening in the world around them. For example,

they pretend that they are firefighters during their play. The childminder skilfully introduces new words such as 'roaring fire' and 'extinguish' to help to extend children's vocabulary. She regularly asks questions to support and extend children's problem-solving skills. This supports children to develop their critical thinking skills extremely well.

- The childminder supports children's health and well-being exceptionally well. Children develop a strong sense of responsibility and an awareness of the needs of other children. They have great respect and care for each other, and they eagerly invite each other to join in play. For example, children develop their physical skills and encourage each other as they laugh excitedly while batting a ball back and forth. Children's self-esteem is high. They are keen to play and learn together.
- The dedicated childminder is extremely committed to her role. She continuously strives to improve her skills and knowledge. Through reflective practice and ongoing specialist training opportunities, the childminder precisely identifies the training she needs. For example, the childminder has attended training to support positive communication strategies. This has had a positive impact on all children. The childminder continually enhances her skills and knowledge to enable her to support children's individual needs exceptionally well.
- Children treat each other kindly and with respect. They understand the rules of the setting and are encouraged to take turns and share. The childminder empowers children to share their thoughts and feelings. As a result, children feel listened to and valued. Children display confidence and proudly share their learning with others. They say, 'Come and see my fire engine.' Children are extremely confident in social situations and develop close friendships.
- Parents hold the childminder in high regard. They value the advice and guidance they receive to continue to support children's learning at home. Parents appreciate the detailed daily feedback they receive. They give high praise for the childminder, commenting on the 'safe, nurturing, caring and fun home-from-home setting' all children benefit from. The childminder values the parents' views and is very supportive and helpful. This helps promote a highly consistent approach to children's learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY235497
Local authority	Trafford
Inspection number	10364272
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	15 January 2019

Information about this early years setting

The childminder registered in 2002 and lives in Urmston, Trafford. She operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- The childminder explained the curriculum during a learning walk with the inspector.
- The childminder and the inspector completed a joint observation of an activity. Afterwards, they discussed the quality of teaching and learning.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of children.
- Parental feedback was obtained through a range of written testimonials left for 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.

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