

Childminder report

Inspection date:

7 May 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children thrive in this calm and caring home. The childminder has a relaxed approach that gives children the space and confidence to grow. She gently encourages them to try things for themselves, helping them feel capable and proud. Children are involved in making simple choices about their day, which helps them feel valued and in control.

The childminder really listens to what children say. She pays close attention to their needs, which makes them feel safe and understood. Because of this, children are confident, polite and happy to chat. They learn how to share, take turns and play kindly with others. The childminder sets a great example for behaviour. She calmly teaches children how to treat others with respect and explains how actions can affect people's feelings. This helps children learn how to get along with each other and build strong friendships.

Younger children enjoy learning new things and quickly become more independent. They follow simple instructions and show they understand. Older children join in conversations, take turns talking and show kindness to their friends. Children clearly feel at home here. They enjoy each other's company, behave well and build lovely friendships in a happy, supportive environment.

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

- The childminder considers the way she sets up and uses the available space very carefully. She plans activities based on children's needs and interests. Children put their ideas in a suggestion book. They draw pictures of what their ideas could look like. This then contributes to future activities and garden designs. This results in high levels of children's engagement and happiness as well as positive behaviours and attitudes.
- Children's welfare and well-being are a priority. The childminder allows plenty of time for children to settle in after they have arrived from school and demonstrates a calm and attentive manner towards the children. Children understand and follow these routines well. They hang up coats and bags independently on their designated coat hooks. Children take the lead when washing their hands before eating. As a result of the consistent and well-considered approach, routines are thoroughly embedded.
- The provision supports children to develop healthy attitudes towards eating. A range of teatime foods are provided. These include healthy snacks, such as chopped vegetables. Children count how many 'colours of the rainbow' they have eaten that day and can explain we should aim for five portions of fruits and vegetables each day. Children are enthusiastic in trying these and this helps to

build positive attitudes towards healthy eating choices.

- The childminder fosters an inclusive, welcoming environment for all children. She draws on extensive experience to support those with medical and physical needs. The childminder confidently adapts routines and the environment to meet the individual needs of children who process and respond to the world in different ways. As a result, children with special educational needs and/or disabilities (SEND) are well supported, feel secure and make meaningful progress in their learning and development.
- The childminder actively promotes positive, respectful relationships between children. Older children are encouraged to model kind and purposeful interactions, such as holding hands with younger children on the walk from school. This supports children to nurture, take responsibility and care for others. Children are mindful of each other's needs and demonstrate a strong sense of community. They share their talents, for example older children model how to play the piano, which is freely accessible in the home. As a result, children develop supportive relationships and learn to value one another's strengths.
- Partnership working with parents is extremely strong. The childminder provides helpful information to support families at home, such as guidance on tooth brushing and toilet training. Parents describe her as a reassuring presence and someone they can trust when they have concerns. She also acts as an effective link between home and school, maintaining positive relationships with school staff. This allows her to relay messages accurately and promptly, helping to ensure continuity of care and consistent support for children.

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	EY245643
Local authority	Trafford
Inspection number	10380554
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	4 to 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	13 June 2019

Information about this early years setting

The childminder registered in 2003 and lives in Sale, Manchester. She operates during term time from 7.30am to 9am, then 3.30pm to 6pm Monday to Friday. The childminder holds qualified teacher status and is registered to work with an assistant.

Information about this inspection

Inspector

Denise Barnes

Inspection activities

- The inspector discussed the arrangements for safeguarding children and the childminder's reporting procedures.
- The inspector observed the quality of interactions between the childminder and children.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector took account of parents' views from their written feedback.

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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