

Childminder report

Inspection date: 2 April 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder builds good relationships with children. She finds out the things children like to do and follows their lead. For example, when children show an interest in sweeping brushes, the childminder provides them with child-sized brushes so they can follow their interest of sweeping up. This helps children to feel emotionally safe in the childminder's care as they feel valued and respected. Children are happy and confident in exploring the toys and resources available to them. The childminder supports children's physical well-being. She provides children with healthy snacks, such as courgette muffins and bananas. This helps children to eat nutritious foods.

The childminder provides an ambitious and well-designed curriculum that supports children's development. She implements a variety of activities, which help children to develop new knowledge and skills. Children make good progress across all areas of learning and are well prepared for their next stages of learning. The childminder encourages children to explore and experiment. Children enjoy splashing in water outdoors and watching the marks they can make with paintbrushes and water. Children demonstrate positive attitudes to their learning. The childminder extends children's social skills. She takes them to groups where they interact with larger groups of children.

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

- The childminder participates in training courses, such as webinars to help her to identify ways in which she can improve her practice. She has undertaken training about how to extend children's mathematical knowledge and how to support children through times of transition. This helps the childminder to stay up to date with best practices and implement new strategies effectively.
- The childminder supports the development of children's physical skills. She takes children to soft-play sessions where they climb, slide and navigate obstacles. Children develop their large physical skills and improve their coordination and balance.
- The childminder delivers an effective curriculum to support children's personal, social and emotional development. She uses an emotion board where children place their names next to different emotions. The childminder uses the emotion board to engage children in discussions about their feelings. This helps children to develop an understanding of their emotions and gain confidence in expressing themselves.
- The childminder encourages children to develop their independence in some self-care activities. For example, when they are out and equipment is at their height, children wash their own hands. However, the childminder does not think through how she will fully enhance children's self-care in her home. For instance,

sometimes, she holds children up to the kitchen worktop while they use a blunt knife to cut muffins and while they wash their hands. This means children's bodies are not positioned correctly to undertake the task or develop their independence.

- The childminder builds good partnerships with parents and carers. She keeps parents up to date on their children's progress through daily diaries, text messages and face-to-face conversations. Children benefit from a consistent approach to their care and learning needs.
- The childminder implements an educational programme which enhances children's mathematical skills. She integrates mathematical concepts into everyday activities. For instance, young children enjoy putting balls in different sized containers and working out how many will fit in each box. Children gain confidence in problem-solving and using mathematical language.
- The childminder supports children to extend their breadth of words. She names objects that children are using. This helps children to use single words. However, on occasion, the childminder uses baby language, such as 'doggy', and she sometimes answers questions that she asks children. This limits children's opportunity to respond to questions and to extend their language development further.
- The childminder promotes children's positive behaviour and attitudes by setting clear expectations and using consistent routines. She encourages children to follow instructions and use polite language. Children develop a sense of responsibility and build respectful relationships with their peers and adults.

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:

- enhance opportunities to promote children's independence in self-care activities within the home environment
- support children's language development even further.

Setting details

Unique reference number	EY265201
Local authority	Trafford
Inspection number	10380728
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	12
Number of children on roll	14
Date of previous inspection	20 June 2019

Information about this early years setting

The childminder registered in 2003 and lives in Flixton. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3 and on occasions works with an assistant. She provides government funded childcare.

Information about this inspection

Inspector

Joanne Ryan

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke to the inspector during the inspection.
- 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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