

Childminder report

Inspection date: 18 June 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 welcomes children into her stimulating, secure and home-from-home environment. The childminder is loving and nurturing, and she forms strong bonds with children. Furthermore, she has effective strategies in place to help children to deal with their emotions. She provides resources and has discussions that encourage children to recognise and name their feelings. Children play well together and form early friendships that support their social skills. The childminder understands their unique personalities. All children demonstrate a real sense of belonging and thrive in her care.

The childminder has developed a sequenced curriculum that enables children to make progress across all areas of learning. She uses her knowledge about children's starting points and family experiences to tailor the curriculum and teaching, providing support where it is needed the most. When planning her broad curriculum, the childminder complements children's experiences through visits, such as to the park, playgroups and a local forest school. She places a priority on building children's independence skills, confidence and resilience in preparation for their next stage of learning.

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

- The childminder supports children to develop positive attitudes to learning. For instance, children demonstrate high levels of engagement and concentration as they create their own bird feeders. They demonstrate resilience as they try hard to thread cereals onto pipe cleaners. This supports children to develop their hand-eye coordination and finger dexterity in preparation for early writing.
- The childminder develops communication and language by encouraging conversations, extending discussions and giving children time to think and respond. The childminder models expressive storytelling techniques and asks effective questions. Children learn to think critically. In addition, the childminder speaks slowly and repeats new words such as 'prehistoric' and 'stegosaurus', encouraging the children to copy and use the correct pronunciation. This helps to develop children's speaking skills.
- The childminder promotes children's knowledge and understanding of the world. For instance, she shows a passion for recycling and helps children to learn about how to protect their environment and respect their planet. Children learn about what items can be recycled and understand that they can recycle items, such as plastic yoghurt pots, by putting them in the correct coloured bins.
- Parents offer immense praise for the childminder. They praise the high-quality care she provides. Parents receive regular feedback about their children's progress and next steps in learning. They appreciate the support and advice the childminder provides them with, in particular, readiness for school. Parents

strongly recommend the childminder.

- The childminder has strong links with other childminders and local schools. For example, she ensures that children develop secure friendships with children from other settings that are preparing to start school at the same time. In addition, she liaises with children's future schools and provides a transition report. This creates a smooth transition and sense of familiarity when children eventually go to school.
- In the main, children demonstrate high levels of independence. For instance, children dress themselves and tend to their personal care needs with confidence. However, at times, the childminder is too quick to do things for children that they could attempt themselves. At these times, children are not consistently encouraged to enhance their independence skills further.
- Overall, the childminder supports children to develop healthy lifestyles. Children spend lots of time outdoors. They enjoy trips to the park, where they run, climb and enjoy the play equipment. In addition, the childminder encourages them to take regular drinks of water throughout their day. However, the childminder does not consistently explain why this is important. Therefore, children are not fully supported to understand the importance of healthy lifestyle habits.
- The childminder previously notified Ofsted about a significant event. During the inspection, she demonstrated secure knowledge of the procedures to follow in the event of a child requiring medical treatment. This means that she has met her legal responsibility, as set out in the early years foundation stage. Furthermore, the childminder is proactive in continuing her own professional development. She regularly participates in training so she can enhance her practice.

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:

- strengthen opportunities for children to do more things for themselves to support their developing independence skills further
- help children to build on their understanding of the importance of healthy lifestyle habits.

Setting details

Unique reference number	EY266364
Local authority	Trafford
Inspection number	10405496
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 3
Total number of places	6
Number of children on roll	9
Date of previous inspection	27 June 2019

Information about this early years setting

The childminder registered in 2004 and lives in Altrincham, Cheshire. She operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers government funded early years education.

Information about this inspection

Inspector

Kelly Little

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants children to learn.
- The inspector observed interactions between the childminder and children throughout the inspection.
- The children communicated with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- 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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