

Childminder report

Inspection date: 22 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 creates a warm and nurturing environment. Her caring and enthusiastic approach helps children settle quickly, feel secure and genuinely enjoy their time in her care. Children confidently engage in a variety of planned experiences and free-play opportunities within the childminder's home. The childminder thoughtfully incorporates the children's interests when planning these enriching learning activities. For example, children take part in planting potatoes, strawberries and lettuces, where they explore textures, learn about growth and develop new vocabulary related to gardening. As a result of this thoughtful planning, children stay deeply engaged in activities that support their individual learning and development.

The childminder draws on her strong understanding of child development to provide a thoughtfully planned curriculum that follows a natural flow while embracing each child's unique interests. She keeps a close, caring eye on every child's progress, gently spotting any emerging gaps and responding with swift, supportive action. Working hand in hand with parents and other professionals, she ensures that each child receives the help they need to thrive. As a result, all children make meaningful progress from their individual starting points.

Children understand and rise to the clear behaviour expectations the childminder sets. They enjoy playing alongside one another and form lovely friendships. The childminder consistently models good manners, and children as young as one year old say 'thank you' when handed fruit without any prompting from an adult.

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

- The childminder works with parents to promote healthy eating. She offers children a choice of healthy meals and snacks to eat. She promotes this further by growing vegetables in the garden. Children can articulate how water keeps them healthy and how many portions of fruit and veg they should eat a day. As a result, children are developing an understanding of what a healthy lifestyle looks like.
- Overall, the childminder supports children's independence skills well. For example, young children feed themselves confidently, and older children develop other self-care skills, such as handwashing and preparing lunch. However, the childminder does not always support children to problem solve and think critically for themselves. Consequently, some children are not consistently building their self-confidence and autonomy.
- The childminder uses a rich range of language during her interactions with children. She makes good use of songs and books to motivate children and increase their language skills. They eagerly choose stories for the childminder to

read. Younger children sit with her and listen intently as she reads and discusses the pictures on each page.

- The childminder generally supports children's learning well. However, on occasion, she presents children with a lot of information to process. At these times, children find it difficult to concentrate on what is being taught and are less engaged in their learning.
- The childminder incorporates mathematics well into children's play. She encourages children, during role-play activities, to develop their early number recognition. For example, she encourages children to count the animals in a farm tray. The childminder then encourages children to look at numerals and begin to correctly order them. This helps to develop children's counting and number recognition skills.
- The childminder is dedicated to her ongoing professional development to enhance her knowledge and skills. She ensures that all essential training, including paediatric first aid, is up to date. Regularly connecting with fellow childminders, she shares and explores ideas for good practice. When a particular area of teaching or a child's unique needs call for it, she thoughtfully seeks out further training, demonstrating her commitment to providing the very best care and learning for every child.
- The childminder nurtures strong, open partnerships with parents, sharing regular updates about their child's development through conversations and photos. Parents speak warmly of her care and feel closely connected to their child's journey. They appreciate knowing not only how their child is progressing but also what comes next. This helps to build a consistent, enriching experience that truly benefits each child.

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:

- adapt the implementation of the curriculum, considering the quantity of information given to children at any one time, to support them to remain engaged in their learning
- support children to make decisions for themselves throughout the sessions and promote their autonomy.

Setting details

Unique reference number	EY318274
Local authority	Salford
Inspection number	10375879
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	0 to 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 May 2019

Information about this early years setting

The childminder registered in 2005 and lives in Irlam, Manchester. She operates all year round, from 7am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant qualification at level 3. The childminder offers funded care and early education for children aged from nine months to four years.

Information about this inspection

Inspector
Denise Barnes

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The inspector and the childminder carried out a joint observation of a mathematics activity.
- Parents shared their views of the setting with 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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