

Childminder report

Inspection date: 4 September 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 provides a stimulating, safe and welcoming environment. She builds close relationships with the children in her care. Children regularly return to her for cuddles and to invite her into their play. For example, children show excitement as they search for animals and dinosaurs, sharing what they find with the childminder. Children are secure, happy and confident within the setting.

Children are eager to learn and take part in the range of activities and experiences the childminder has available, both in and outdoors. The childminder uses her knowledge of their interests to plan for children's development. She assesses children's progress to plan play experiences to support children's learning. For example, the childminder uses a child's interest in dinosaurs to support and develop children's listening and attention skills.

Social skills are encouraged every day. Children learn to take turns, tidy up and wash hands. The childminder works closely with other childminders to ensure children meet new friends and build their confidence in group situations. The childminder is a good role model and the children behave well. Children show that they are developing good listening skills.

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

- Children are positive about their learning and concentrate well. They show a 'can-do' attitude as they learn new skills. For example, children practise their small-muscle skills as they roll dough and scoop and fill containers in the sand tray. The childminder stays close and builds the children's confidence. Children are highly motivated and resilient learners.
- The childminder has a good understanding of how children learn and uses this knowledge to identify children's next steps. She provides a well-balanced mix of focused activities and child-led play to support children's progress. However, the learning intentions of some focused activities are not always specific enough to ensure children's learning is maximised.
- The childminder provides strong support for children with special educational needs and/or disabilities. She is passionate about and committed to helping each child reach their full potential. Regular meetings with parents and local authority special educational needs coordinators ensure effective plans are in place to help close any gaps children have in their learning. The childminder helps all children to make good progress in her care.
- Children enjoy a range of trips and outings with the childminder. They enjoy regular trips to the local garden centre, visits to the residential home and playing at the local country park. The childminder uses these opportunities to help children gain experience of the world around them and develop their confidence.

- Generally, the childminder develops children's language skills well. She reads stories and sings songs and rhymes. The childminder asks the children lots of questions during play, which helps build important memory and recall skills. However, at times, the childminder does not give children the time they need to respond to her questions to enhance their language development even further.
- The childminder builds positive relationships with parents from the start. She builds an understanding of individual children and their families during settling-in visits. She keeps parents up to date with their children's progress and works with them to achieve their next steps. This enables parents to continue their children's learning at home.
- The childminder actively promotes healthy lifestyles. Children enjoy daily opportunities for physical activity, including outdoor play and regular walks when taking older children to and from school. The children benefit from nutritious and home-cooked meals. Children are supported to manage good hygiene practices, such as independently washing their hands throughout the day. These experiences help children to develop positive attitudes to their self-care.
- The childminder places a focus on her own professional development. She attends regular training and receives support from other professionals. This helps her to raise her knowledge and confidence over time. For example, she has recently completed training on attachment theory to support a child within her setting. This training has influenced her provision and supported the child to settle. The childminder is committed to developing her practice to further enhance the care and learning that she provides.

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:

- focus more precisely on the identified learning intentions for activities to maximise children's learning and development
- give children the time they need to repeat familiar words and to answer questions, to further encourage their communication and language skills.

Setting details

Unique reference number	EY342936
Local authority	Salford
Inspection number	10398834
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	12 November 2019

Information about this early years setting

The childminder registered in 2006 and lives in the Pendlebury area of Swinton, Manchester. She operates all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for children.

Information about this inspection

Inspector

Katie Bonney

Inspection activities

- The childminder led the inspector on a learning walk and discussed the early years curriculum.
- The inspector carried out a joint observation with the childminder of the children taking part in a play dough activity.
- The inspector observed the childminder's practice, considering the quality of the education and its impact on the children's progress and development.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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