

Childminder report

Inspection date: 13 May 2025 - 11 July 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

Children are happy with this warm and friendly childminder. They particularly enjoy playing outdoors, where they safely climb up steps before clapping as they go down the slide. They are fully engaged as they watch a spider move across the patio and talk about where he might be going. Children show curiosity as they play in water, comparing the sizes of different containers and learning new vocabulary such as funnel and spout.

Although there has been an oversight in the childminder's management of her provision, she delivers an effective curriculum that ensures all children make good progress in their learning. She understands that each child is an individual and tailors the support she offers to each child's needs. The childminder plans a range of outings that support the delivery of the curriculum. Children enjoy community events such as hiding painted pebbles in the local village.

The childminder is caring and goes to extra lengths to ensure children feel happy and settled. For example, she meets up with younger children during the summer break to maintain their close attachments. The childminder has high expectations of children's behaviour. Children learn to play alongside each other, sharing resources and considering each other's feelings. Parents say that children see the childminder's house as a 'home from home' and that children look forward to the next time they visit.

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

- The childminder has a good understanding of how children learn. She closely observes children and builds on what they know and can do. For example, children confidently count stones in the garden and the childminder extends this to teach them how to find one more or one less. The childminder helps children make good progress in their learning.
- The childminder delivers her curriculum through a range of different learning experiences. She helps children develop their social skills at local playgroups, experience challenge as they use balancing equipment in the garden and learn about the world around them as, for example, they take the tram into Manchester. This helps make children's learning meaningful and engaging.
- The childminder engages with parents effectively. Through good communication, she builds a full picture of children's lives and uses this to tailor the curriculum to children's needs. The childminder shares helpful advice with parents to support them to continue children's learning at home. This effective communication ensures children receive continuous support for their learning and development.
- Children are physically active throughout the day. The childminder uses her large back garden to provide opportunities for children to run, climb and balance. This

supports children to develop their large motor skills. Children grow in confidence as they gain control in their movements.

- The childminder helps children learn how to manage their behaviour. Using books, she teaches children how to talk about feelings. Very young children use words such as happy and angry. The childminder helps children to understand how their actions can affect other people. As a result, children are kind and considerate to other people.
- The childminder teaches children about some aspects of a healthy lifestyle. She explains to children how germs can make them poorly and talks to children about visiting the dentist. However, the childminder does not help children fully understand how they can manage their own health needs. For example, she does not consistently help children learn about the importance of keeping on their hats and drinking water when playing in the sunshine. This does not support children to be as independent as possible in managing their own personal care.
- The childminder is reflective about her practice. She regularly evaluates planned activities and thinks about how she can enhance her practice to support children even further. However, the childminder does not always respond in a timely manner when she identifies training needs or gaps in her knowledge. This prevents the quality of teaching having a swift impact on children's learning, in particular when learning needs are specific.
- While in many ways the childminder demonstrates a good understanding of the responsibilities of her role, during the inspection a breach of requirements was identified. The childminder had not notified Ofsted of changes in the household. This meant Ofsted was unable to check and be assured of the suitability of everyone living on the premises. However, Ofsted has established that all household members are suitable and, consequently, there is no risk to children.

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:

- swiftly respond to identified training needs to better support children's specific learning needs and help continually raise the quality of education for all children
- support children's understanding of how to manage their own healthcare when outdoors.

Setting details

Unique reference number	EY358122
Local authority	Trafford
Inspection number	10380482
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	11 June 2019

Information about this early years setting

The childminder registered in 2007 and lives in the Sale district of Greater Manchester. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification. The childminder provides government-funded childcare.

Information about this inspection

Inspector

Natalie Myatt

Inspection activities

- The inspection started on 13 May 2025. The inspection was paused and the inspector returned on 11 July 2025 to gather additional evidence in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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