

Childminder report

Inspection date:

24 September 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder provides an exceptionally nurturing and inclusive environment where children flourish. Children settle quickly and feel at home. They show high levels of security and trust. The childminder balances child-led play with carefully planned adult-led experiences that broaden children's learning. She identifies areas children may not naturally explore and introduces them thoughtfully. As a result, all children benefit from an ambitious and well-sequenced curriculum that is tailored to their needs. Communication and language underpin the curriculum. The childminder introduces exciting vocabulary and models language consistently throughout the day. Even very young children, including those with additional needs, make excellent progress. They confidently use new words, ask questions and recall past learning in meaningful contexts.

The childminder treats children as individuals and values them for who they are. She uses routines, such as self-registration and feelings boards, to help children to understand themselves and express their emotions confidently. The childminder celebrates diversity through books, festivals and daily discussions. This helps to give children a strong sense of belonging. Children quickly develop the skills needed to negotiate and resolve natural conflicts that occur with others. For example, the childminder's gentle but firm guidance helps them to agree on ways to take turns and share resources. Her kind, attentive and nurturing manner helps children to feel safe and secure. The childminder is an excellent role model for children.

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

- The childminder works tirelessly to provide a warm and nurturing environment for all children in her care. Children learn to understand and manage their emotions effectively. The childminder carefully embeds this into daily routines, with planned opportunities to help children recognise when they need time to calm. Children independently access resources designed to support them to regulate their feelings. For example, the childminder provides labelled boxes containing items that enable children to relax and feel secure when they become upset or overwhelmed.
- Children organise animal images on mats representing land and sea. They use ambitious language to describe where they belong. Children confidently recall and use words such as 'narwhal'. They compare features, noting that an octopus and a spider have eight legs. This rich dialogue demonstrates children's growing vocabulary, thinking skills and recall of prior learning.
- The childminder creates books that are bespoke to children's interests and questions. For example, when children ask about their toy dinosaurs, she produces a fact book with information and pictures to answer their queries. This

personalised approach deepens children's knowledge. It also sustains children's curiosity and motivates them to explore books for information, as well as pleasure.

- The childminder sensitively helps children to recognise that everyone's life story is unique. Through carefully planned activities, she creates safe opportunities for children to talk about their different beginnings and experiences. These conversations enable children to explore feelings about their backgrounds. This builds children's self-esteem, emotional security and a strong sense of identity.
- The childminder is highly effective in promoting children's language skills. She places strong emphasis on extending children's vocabulary and ensures that they are exposed to new words. During activities, children attempt to name objects, and the childminder repeats these carefully to reinforce their understanding. She uses skilful questioning to check children's comprehension and encourages them to explain their ideas. Through frequent and meaningful back-and-forth conversations, children develop confidence and fluency in their speech.
- The childminder is highly reflective and professional. She diligently reflects on the quality of her provision. The childminder undertakes training to further enhance her excellent practice and children's learning and development. For example, she has completed additional training to support children's speech and language development even further. This has successfully equipped her to help children to make excellent progress.
- The childminder works closely with parents and carers to gather information about their children. This helps to ensure that parents are fully involved in their children's learning and future development. The childminder uses her knowledge of children to identify any gaps in their learning and communicates her findings to parents. She provides additional information for other agencies to help build a more holistic view of individual children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY375350
Local authority	Trafford
Inspection number	10399089
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	2 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	19 November 2019

Information about this early years setting

The childminder registered in 2008 and lives in Sale, Manchester. She operates during term time, from 8am to 5.30pm, Tuesday to Thursday. The childminder holds an appropriate qualification at level 3 and provides government-funded childcare for eligible children.

Information about this inspection

Inspector

Denise Barnes

Inspection activities

- The childminder and the inspector completed a learning walk together of all areas of the setting and discussed the early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact on the children's learning.
- The inspector carried out an observation of an activity that the childminder carried out with the children.
- The inspector took account of written views and spoke to parents about the setting.
- The inspector looked at relevant documentation, such as training records and a selection of other records.

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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