

Childminder report

Inspection date:

16 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

Children display high levels of emotional well-being and show that they feel happy and secure. They have a strong connection with the kind and nurturing childminder and positive relationships with their peers. Children benefit from a varied curriculum that captures their interests well. Central to the childminder's curriculum is daily opportunities for children to explore, investigate and immerse themselves in nature. Children frequently visit local parks, splash in puddles, explore woodlands and learn about plants and growing at garden centres. This supports them to lead active lifestyles and develop knowledge and understanding of the natural world.

The childminder is passionate about her work. She is a very positive role model and has high expectations for children's learning and behaviour. Consequently, children are motivated learners, understand the routine and behave extremely well. Children join in with enthusiasm, show curiosity and have fun. They enjoy painting different surfaces with water and discuss different patterns and shapes. This fosters their hand-eye coordination and fine motor skills. They also like playing in a mud kitchen and playing peekaboo in a play house. This helps to develop children's creativity, imagination and play skills. It also provides opportunities for children to learn through their senses.

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

- Partnerships with parents are excellent. Parents express extremely high levels of appreciation for the wonderful care and education their children receive. They state, 'The childminder has unwavering enthusiasm and energy. She supports their development beyond expectations and shows a wholehearted interest in the children's well-being.' These well-established relationships help children to receive good levels of continuity in their care.
- The childminder shows good commitment to keeping her professional development up to date. She engages in frequent training, such as monitoring children's development and promoting opportunities to explore science in the early years. This helps her to enhance her knowledge and skills and contributes to positive outcomes for children.
- The childminder places a strong focus on promoting children's language development. She frequently engages in meaningful conversations and models new language. Consequently, even very young children make strong progress with their communication skills.
- Children show interest in storytelling and exploring books. The childminder reads with enthusiasm and encourages them to discuss the different pictures. This helps children develop a love of reading and literacy from a young age.
- Children have frequent opportunities to experience different mathematical concepts. This is evident when children enjoy experimenting with construction

blocks and receive good support to discuss the different colours, shapes and sizes. This helps to support children's concentration and develops their understanding of numbers, sorting and sequence.

- Children show good engagement when playing in the childminder's garden, and they enjoy experimenting with cars, ramps, sand and water. Although the children have fun, the organisation of the outdoor space does not fully maximise children's opportunities to easily choose their own resources and develop their independence skills.
- The childminder monitors children's development and regularly shares information with parents. She shares creative ways to support children's learning at home, for instance autumn activity ideas such as nature trails and leaf printing. These experiences help to consolidate learning between the childminder's setting and home and help to close any gaps in learning.
- The childminder plans a variety of experiences to help children to understand about various backgrounds and cultures. Children participate in art activities and explore books and resources about different traditions. This helps children to develop awareness and embrace diversity and differences.
- The childminder creates a positive emotional environment for children to learn, play and take age-appropriate risks. Overall, high priority is given to promoting children's personal, social and emotional development, and children's efforts and achievements are acknowledged and celebrated. The childminder also role models kindness and turn taking. Consequently, children show confidence with joining in and show positive attitudes towards learning and play.

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:

- review the outdoor learning environment and consider further ways to organise the space to further promote children's independence skills.

Setting details

Unique reference number	EY391876
Local authority	Trafford
Inspection number	10398601
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 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	1 November 2019

Information about this early years setting

The childminder registered in 2009 and lives in Sale, Manchester. She operates term time only from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 childcare qualification.

Information about this inspection

Inspector

Amy Wilkinson

Inspection activities

- The inspector and the childminder held a discussion about the setting's vision, values and curriculum.
- A number of observations were carried out and the inspector evaluated the quality of education.
- Children's and parents' views were considered during the inspection.
- Essential documentation was viewed, including the childminder's training certificates and Disclosure and Barring Service information for the childminder and the other members of the household.

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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