

Childminder report

Inspection date: 19 June 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 become happy, confident individuals in the nurturing care of this childminder. There are conversations throughout the day, frequently punctuated with laughter. Children speak with confidence and a wide vocabulary, assured that their ideas and feelings are being listened to. They show they feel safe as they frequently approach the childminder for cuddles, reassurance or to share what they have achieved.

The childminder delivers a broad curriculum, rich in opportunities for emotional development. She prioritises helping children to feel good about themselves, showing them how they can help others and nurturing their individual strengths. Children demonstrate good behaviour and show consideration for others. They adjust their younger friends' sun hats to ensure they can see, remind each other to drink water and help each other with their shoes.

The childminder enables children to follow their own interests. When children show an interest in insects, the childminder produces clipboards so they can record their findings. Children squeal with delight as they spot a butterfly and run to cross off the picture. The childminder willingly helps children search for the 'right' red car so that children can make marks with it in the sand. Children are enthusiastic and motivated to learn. All children make good progress from their individual starting points.

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

- The childminder helps children learn through exploration and curiosity. They are fascinated as they observe how ice melts in their hands, under the sun or when mixed in warm water. The childminder asks children questions, which extends their learning even further. Children are motivated to learn and show good progress through the varied curriculum.
- The childminder promotes children's speech and language development. She listens carefully when children speak, and then models the pronunciation of new vocabulary, addressing any mispronunciation sensitively. For example, when children say the ladybird 'fled', the childminder tells them it flew using its wings. Children use the new words they hear and are learning to speak with confidence.
- The childminder provides a wide range of experiences outside of the setting. Children recall trips to nearby country parks and the insects they found while exploring in nature. They gain social skills as they meet new friends at local playgroups and practise physical skills as they climb around forest play areas. These experiences significantly enhance the curriculum for children.
- Overall, the childminder promotes children's good behaviour. Children are

respectful and kind to each other. However, the childminder sometimes does not communicate her expectations clearly by explaining why some behaviour is unwanted. This does not support children to develop their positive behaviour even further.

- The childminder supports children to manage their emotions. She uses a range of strategies to teach children to share and encourages them to solve problems themselves. Children are learning to show consideration for others and talk about the way they are feeling. This contributes to a harmonious environment that supports children to learn.
- The childminder helps children to understand how everyone is unique. She praises children for their individual talents and skills. She shows children how all families are different, for example by enjoying different foods to celebrate their faith or by working at night. Children visit museums to explore how different people live and hear stories told by people from a range of backgrounds. This helps children to understand and appreciate diversity.
- The childminder promotes children's independence. She teaches children practical skills such as washing their own hands, wiping their faces and putting on their shoes. She shows patience as she gives children the time they need to complete tasks. Children thrive on the encouragement and praise given frequently by the childminder. Children acquire strong independence skills, which prepares them well for future learning.
- The childminder cultivates strong relationships with parents. Information flows both ways as they collaborate to share the children's needs, interests and learning. The childminder supports parents to understand their child's development through regular progress reports and gives helpful advice on issues such as toilet training. This support ensures children make good progress and communication is open.

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:

- provide clear expectations of behaviour for children to enhance their understanding of good behaviour further.

Setting details

Unique reference number	EY402638
Local authority	Trafford
Inspection number	10392248
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	13 August 2019

Information about this early years setting

The childminder registered in 2009 and lives in Altrincham, Manchester. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides government-funded childcare places.

Information about this inspection

Inspector

Natalie Myatt

Inspection activities

- 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.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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