

# Childminder report

---

Inspection date: 26 March 2025

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

The philosophy of this setting, 'helping children to be happy and independent individuals', is what makes this setting so welcoming. Children demonstrate high levels of energy and excitement as they enter the well-resourced environment. They develop strong emotional attachments with the childminder and other adults working with the children, when settling into this home-from-home setting. For example, children bring in a familiar item from home and the childminder provides lots of cuddles and reassurance, so children feel safe and secure from the start.

Children's laughter fills the air in this friendly setting. They play happily together and form strong relationships with their friends. For example, children take turns collecting eggs on the Easter Egg Hunt and putting them in the basket. The childminder carefully considers the experiences that she provides for children. She provides a balance of indoor activities alongside a range of outings in the local community. The childminder models good manners, respect and consideration for others. She teaches children positive behaviours, such as turn-taking and sharing, that help them to understand and consider the needs of others. The childminder introduces appropriate boundaries for children's behaviour from an early age. Her gentle reminders and guidance help children to learn what is expected of them. They respond well and follow her instructions.

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

- The childminder teaches children about different cultures and diversity. For example, tasting and playing with noodles and rice at Chinese New Year and celebrating Diwali, the festival of lights. They learn about similarities and differences through the use of books and visiting different places in the community. This helps children to develop an understanding of the world they live in and prepares them for life in modern Britain.
- The childminder promotes communication and language well. For example, when playing with dough the childminder says, 'it is squashy'. As children play, she uses simple single words for them to repeat. For example, 'hop, hop, hop'. The childminder uses rhymes and songs to encourage children to join words together in sentences. Children are becoming confident communicators.
- The childminder provides a child-focused environment. She tracks children's learning closely and identifies next steps for them to work towards, which enhances their progress. Children engage in meaningful learning opportunities. That said, the childminder does not always consider the impact that too many resources at one time can have on children's engagement and concentration skills. At times, children become a little distracted and lose focus. This interrupts their learning.
- Care practices are good. The children wash their hands regularly. The

childminder provides younger children with lots of opportunities to cut up fruit and feed themselves at snack time and pour their own drinks. She talks to children about the importance of eating a healthy diet and supports them when they need help. This encourages children to become increasingly independent.

- The daily routines are well organised and promote children's physical health and well-being effectively. For example, children have daily opportunities for outdoor walks and visit local parks. They attend dancing sessions and visit different play centres locally. The children play on the larger apparatus slides in the garden. This increases their physical skills and fitness.
- The childminder gathers feedback from parents to help her to evaluate her practice. She identifies that she would like to build on her own skills and knowledge. However, her and her staff's recent professional development has focused on topics, such as keeping children safe. There has been less consideration of ways to build on the good quality of education to an even higher standard.
- The childminder has good partnerships with parents. Parents speak highly of her supportive and nurturing nature. The childminder has regular discussions with the parents to update them on their children's progress. She and the parents also work together to support children with food intolerances and through big milestones, such as toilet training. This ensures that there is a consistent approach to children's learning.

## 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 planning and organisation of activities, to further support opportunities for children to sustain high levels of engagement and concentration during play
- explore ways to engage in professional development opportunities, that focus more precisely on further developing knowledge and teaching skills.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2699418                                                                           |
| <b>Local authority</b>                             | Tameside                                                                          |
| <b>Inspection number</b>                           | 10372570                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 2                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2022 and lives in Droylsden, Manchester. Her provision operates all year round from 7.30am to 6.30pm, Monday to Friday, except for family holidays. The childminder holds a qualification at level 3 and works with an assistant. She provides funded early education for children aged from nine months to four years.

## Information about this inspection

**Inspector**  
Nicky Martin

### Inspection activities

- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- The inspector observed the interactions between the childminder and other adults working with the children during the day and evaluated the impact on the children's learning.
- The inspector held discussions with the childminder, assistant and children at appropriate times during the inspection.
- The views of parents were considered by the inspector through feedback forms.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025