

Childminder report

Inspection date: 15 May 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 form strong bonds with the nurturing childminder. They invite her to join their imaginary play. Children happily pretend to be the lollypop lady at the crossing. This supports children to develop their imaginary skills and enhance their understanding of the world. The childminder tailors settling-in sessions when children start with her to ensure a smooth transition into her care. She collects starting points from families to help support children's next steps. All children make good progress from their starting points.

Children behave very well. The childminder is a positive role model and has high expectations for children's behaviour. She encourages children to use their manners and develop their independence skills. Children learn how to wash their hands after wiping their noses to avoid germs from spreading. Children tidy up after themselves before getting other activities out to maintain a safe environment. This helps children to understand rules and boundaries that the childminder has set in place.

The childminder demonstrates and explains how to use the dough equipment to make a gingerbread man. Children have opportunities to strengthen their muscles in their hands in preparation for early writing. The childminder extends the activity with a story sack about the gingerbread man. Children fully engage in the story and use the props provided to bring the story to life. This supports children with early literacy skills well.

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

- The childminder has a clear and well-organised curriculum. She can explain what the children know and what she wants them to learn. She supports the individual needs of children well. As a result, all children make good progress.
- Children make good progress with their mathematical development. They are beginning to develop an understanding of mathematical concepts and use appropriate language such as 'big' and 'little'. The childminder encourages children to use numbers during adult-led activities and in their play. They skilfully fill up watering cans independently and water the plants outdoors 'to help them grow'. Children use mathematical language when describing their watering can as 'heavy' and 'full'.
- Children are confident at communicating their needs with the childminder. She talks to the children about what they are doing during play. However, at times, she provides children with too many questions and not enough time to respond, which does not help them extend their thinking skills even more.
- Children giggle with delight when playing hide and seek with the childminder, using binoculars to find each other. The childminder uses language such as

'under' and 'behind'. She supports the children to count to 10 in sequence.

Children enjoy the praise they receive.

- The childminder has good relationships with parents. They report that children of all ages enjoy being at this setting. The childminder keeps in regular contact with them, sharing a daily roundup of the day, which parents enjoy receiving. Parents report that their children share the experiences they have had each day and look forward to their next session.
- Children develop independence and self-help skills during routine times of the day. For example, they wash their own hands ready for snack and put on their shoes to play outdoors. Children are offered home-made nutritious meals. The childminder encourages the children to lead healthy lifestyles by teaching them to look after their teeth and eating healthy. Children have plenty of time to exercise outdoors riding on the bicycles and using the outdoors apparatus. This supports children to learn how to keep themselves healthy and make healthy choices.
- Children are provided with a range of experiences in the childminder's home and visit local community playgroups and parks where they meet other childminders and their children. This provides children with the opportunity to socialise in larger groups and develop the social skills that help them to prepare for school.
- The childminder is organised and committed to delivering a high-quality service for all her children and their families. She is aware of the importance of ongoing professional development and how this can improve the experiences for children. The childminder attends regular professional development opportunities and meets with other childminders to keep her knowledge up to date and relevant.

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:

- allow children more time to respond during conversations and questioning, in order to support their thinking and promote their language skills even further.

Setting details

Unique reference number	311917
Local authority	Tameside
Inspection number	10388559
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	17 July 2019

Information about this early years setting

The childminder registered in 1995 and lives in Hollingworth, Hyde. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder accepts funded places.

Information about this inspection

Inspector

Lisa Grundy

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale around the curriculum.
- The inspector observed the interactions between the childminder and the children.
- The inspector viewed and discussed the safety and suitability of the premises.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector looked at written feedback from parents and took their views into account.
- Children spoke with the inspector during the inspection.

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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