

Childminder report

Inspection date: 24 July 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 enjoy their time in the warm and nurturing home-from-home environment. The childminder uses encouragement and praise to build up children's confidence and self-esteem. The childminder gains information from parents during settling in periods such as routines and children's interests. This helps children settle in quickly and feel safe in their new surroundings. The childminder uses children's interests to help deliver an ambitious curriculum. For example, she uses cars to support children to develop their counting skills. Children demonstrate a positive attitude to learning. The childminder plays alongside children and encourages them to contribute their thoughts and ideas. For example, during a tower building activity, children are encouraged to think about numbers and concepts such as height and size while using a tape measure. Children laugh with excitement and enjoyment is high during activities.

There is a strong emphasis on exploring and understanding nature and caring for our planet. The childminder takes children on many trips. They visit local parks and woodlands, all while enjoying fresh air and building on their physical skills. Children enjoy weekly outings to play groups and the library. This helps them develop their social skills and meet new people. Children are developing a sense of awe and wonder about the world around them.

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

- The childminder has designed a curriculum that helps children develop essential skills and knowledge for the future. For example, children learn self-care and independence skills from an early age. All children make consistently good progress.
- The childminder gathers important information from parents, which she uses to create a baseline assessment for each child. She uses ongoing assessment to monitor children's progress. This swiftly helps to identify gaps in learning. The childminder shares children's learning and development progress with other professionals such as health visitors. This partnership working helps to provide children with any additional support they may need.
- The childminder supports children's communication and language development well. She understands the importance of developing children's communication skills from an early age. Children enjoy regular stories and singing with the childminder. The childminder shares lots of tips and activity ideas with parents to continue building on children's language skills at home. Children are becoming confident communicators.
- Children are developing cultural capital through the range of experiences they have with the childminder. These extend beyond the setting and expose children to experiences they may not have at home. For example, children visit the local

temple. Fundamental British values are supported well, and children are exposed to a diverse society.

- Children are curious and engaged learners. They are supported by the childminder to be kind and polite. Children listen and respond well to instructions. For example, when the childminder asks children to tidy up, they eagerly do so. However, on occasions, some children struggle to share toys and manage their emotions. During these times, the childminder does not guide them to reflect on their behaviour. As a result, children are not learning the impact of their behaviour on others or learning to manage their emotions effectively.
- Children have many opportunities to learn about healthy choices. The childminder talks to children about the importance of washing their hands after sneezing. She uses visual cards of teeth and toothbrushes to develop children's understanding of the importance of teeth brushing. They practise brushing the role-play teeth. They talk about healthy foods such as strawberries and the impact of too much sugar on their teeth. Children are beginning to learn ways to keep their bodies healthy.
- The childminder is committed to her own professional development. She completes regular training on topics such as literacy and supporting children's language skills. The childminder expresses how much she enjoys these opportunities. This demonstrates a positive attitude towards her ongoing professional development. Regular training helps the childminder to enhance her teaching skills and knowledge continually.

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 children with more opportunities to learn to manage their emotions and the impact of their actions on others.

Setting details

Unique reference number	501259
Local authority	Tameside
Inspection number	10398159
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	7 October 2019

Information about this early years setting

The childminder registered in 2001 and lives in the Ashton-under-Lyne area of Tameside, Greater Manchester. She operates all year round from 7.30am to 4.30pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder offers government-funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Jade Patten

Inspection activities

- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation such as evidence of the childminder's suitability to work with children.
- The inspector took account of parents' views from their written feedback.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of interactions between the childminder and the children.
- The inspector discussed safeguarding procedures with the childminder.

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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