

Childminder report

Inspection date: 28 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 receive a warm and friendly welcome from the childminder as they arrive. They confidently say 'goodbye' to their parents and get involved with activities. Children demonstrate that they feel safe and secure with the childminder. She collects children's starting points from parents before they start at the provision. She then builds on what they already know and can do and extends this through a range of experiences. For example, children enjoy playing games with the childminder, which teaches children about rules as they learn to take turns. All children make good progress from their starting points at the provision.

The childminder organises the learning environment effectively to support children to make their own choices about their play. She provides a good range of activities to support children's learning. Children show excitement when den building with the childminder. She engages effectively in conversations with the children, asking open-ended questions. This supports children to become confident communicators.

The childminder positively supports children's behaviour. She teaches children to understand what is expected of them and encourages them to follow instructions well. For example, she provides gentle instructions about how to take turns as children play with games. The childminder models good manners, such as saying 'please' and 'thank you'. As a result, children learn to behave well, share resources as they play and are kind to each other.

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

- The childminder helps children to develop their early mathematical skills. Children count as they play hide and seek. They inquisitively search high and low for items that are hidden and giggle with delight when they are found. Children learn to count from one to 10 and beyond.
- The childminder supports children's independence skills well and plans many opportunities for them to practise. She encourages children to carry out their self-care, such as washing their hands and blowing their noses. Increasing children's confidence is a priority for the childminder. She takes them to stay-and-play sessions. This gives children opportunities to interact and play in larger groups to support their social development and help prepare them for the transition to school.
- The childminder is aware of children's allergies and dietary requirements when serving food and ensures that these are adhered to. She provides healthy snacks throughout the day and teaches the children about the importance of looking after their teeth. Children learn about recycling, using the correct bin to put their waste in. This supports children to care for the world around them.
- Children learn about some cultural celebrations, for example Easter and the

recent VE Day. However, the childminder does not provide children with a range of resources to promote inclusion and diversity. Therefore, children have limited opportunities to support their understanding of diversity to help prepare them for life in modern Britain.

- Parents report that they find the childminder to be approachable and feel happy leaving their children in her care. They feel informed about what their children are doing each day. The childminder discusses children's progress on a regular basis and shares ideas for children's learning. This helps to provide a consistent approach to children's learning.
- The childminder creates exciting activities to support children to develop the muscles in their hands ready for early writing. For example, young children focus intently as they learn to cut with scissors. Children demonstrate positive attitudes to learning as they try hard to create a snake, threading straws through a pipe cleaner. Children smile when they complete the task, as they have a can-do attitude towards their learning.
- Children enjoy exploring the community and attending sessions with older people. The childminder supports children's physical skills daily as they go out for listening walks and feed the ducks nearby. Children learn about road safety and 'watch for cars'. This supports children to learn about the world around them.
- The childminder keeps up to date with mandatory training, such as safeguarding and paediatric first aid. She identifies areas of her own professional development that she would like to build on further. For example, she would like to complete training to develop her knowledge of speech and language development further. However, she has not focused professional development on enhancing her knowledge even further.

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:

- introduce a broader range of resources and opportunities to promote different identities and abilities, including cultural differences
- plan for ongoing professional development, beyond statutory training, to develop skills and strengthen practice even more.

Setting details

Unique reference number	EY224535
Local authority	Tameside
Inspection number	10388530
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 7
Total number of places	6
Number of children on roll	2
Date of previous inspection	16 July 2019

Information about this early years setting

The childminder registered in 2002 and lives in Stalybridge. Her provision operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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 spoke to parents and took account of their views.
- 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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