

Childminder report

Inspection date: 4 September 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder creates a warm, home-from-home atmosphere where children feel safe, secure and valued. They arrive confidently and settle quickly to play with activities of their choice. The childminder listens carefully to children and encourages them to express themselves through conversations. This supports the development of their communication skills. Children show strong imaginative play, using everyday objects to act out their ideas. For example, they enjoy role playing and serve pretend picnic food to the childminder. Children have tremendous fun as they explore their imaginations in a range of creative ways. Children enjoy a wide range of activities that support their development. They take part in mark making and explore textures with play dough. They also practise early mathematics skills, such as counting the legs on toy spiders. These activities support their fine motor development and build their early understanding of number.

The childminder teaches children about the importance of sharing and taking turns. As a result, children play cooperatively and use kind words, such as 'caring is sharing'. They know to tidy away toys after playing, which builds their sense of responsibility and respect for the environment. Children receive frequent praise. For example, the childminder encourages and celebrates their efforts as they safely use knives to prepare fruit at snack time. Children show perseverance as they concentrate on chopping grapes into quarters. This helps them to develop resilience and a positive attitude to learning.

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

- The childminder has developed an ambitious curriculum, which she adapts to meet the age and needs of each child. It focuses on preparing children for the next stage in their education. Children develop independence through everyday routines. They manage personal care, select and prepare food, tidy up after themselves and help one another without prompting. This builds their self-esteem and confidence, helping them to flourish.
- The childminder works closely with families to understand each child's unique needs and interests. She values children's ideas and finds creative ways to extend what they enjoy. For example, when children show an interest in cars, she offers different types of toy cars and uses paint so they can explore tyre patterns. This keeps children motivated, focused and eager to explore.
- The childminder knows the children well. She identifies when a child may need extra help and works with parents and other professionals to meet their needs. However, she lacks confidence in following up referrals and seeking timely support from external agencies. She is keen to access further training to strengthen her practice in this area.
- Children develop a love of stories and books. The childminder offers a wide

selection of books and encourages children to choose their own. She reads with expression, using different voices and actions to bring stories to life. Children listen with excitement and join in. For example, they jump like frogs while listening to 'Brown Bear, Brown Bear, What Do You See?'. Even the youngest children babble with joy as they turn pages and point to pictures. This supports early reading and builds their sense of identity.

- The childminder promotes children's health and well-being. She provides nutritious snacks and talks about making healthy choices. Each child has their own toothbrush and takes part in regular brushing. This builds good oral hygiene habits and supports their understanding of self-care.
- Children develop their physical skills through planned activities. They strengthen their fine motor control using play dough tools and drawing on wipe-clean boards. Children also explore the local area through regular community outings. However, opportunities for outdoor play and larger physical activity during the day are limited. This restricts children's ability to release energy and practise their gross motor skills.
- The childminder has built strong relationships with other childminders to share ideas and reflect on practice. Children attend a weekly toddler group, where they mix with other children and take part in group play and activities.
- Parents appreciate the regular updates and photos that show their children taking part in routines, learning and 'wow' moments. The childminder shares ideas to help parents support learning at home. This ensures children benefit from consistent approaches across home and the setting.

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:

- build confidence in contacting external professionals for advice and in following up referrals for children who need further support in their learning and development
- increase opportunities for children to engage in outdoor play and physical activity during the day, to support the development of their gross motor skills.

Setting details

Unique reference number	EY319428
Local authority	Tameside
Inspection number	10398908
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 12
Total number of places	8
Number of children on roll	8
Date of previous inspection	14 November 2019

Information about this early years setting

The childminder registered in 2006 and lives in the Droylsden area of Greater Manchester. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an appropriate qualification at level 3. She offers the government funded places for childcare.

Information about this inspection

Inspector
Sheron Kantor

Inspection activities

- The childminder spoke to the inspector about her intentions for children's learning during the learning walk.
- The inspector and childminder completed a joint observation.
- The inspector looked at a sample of paperwork, including a valid first-aid certificate.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years curriculum
- The inspector observed children during activities and their interactions with the childminder.
- The inspector spoke to parents and took account of their views.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2025