

Childminder report

Inspection date: 1 August 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 thrive with the close attention of this caring childminder. They are excited to begin their day as they cheerfully wave goodbye to their parents and carers. The childminder shows abundant warmth and devotion to the children in her care. She talks about children's achievements and their characters with pride and delight. The childminder celebrates each child's individual strengths. Children show high levels of self-esteem.

The childminder tailors the support she gives to each child to ensure that they make good progress through the curriculum. She gives babies the close and affectionate support they need to feel safe and secure. They quickly settle in and look forward to seeing the childminder. Older children are well prepared for their next steps in learning. For example, they develop independence and learn skills, such as pencil control and using cutlery. The childminder takes children on outings to museums, farms and play centres. She uses these visits to enrich children's experiences across the curriculum considerably.

Children enjoy the 'fruity faces' the childminder prepares for their snack. They enjoy dancing together to songs that children have heard on holiday. Outdoors, children play in the sand, observing the different marks they can make with diggers. The childminder supports children to behave positively. She helps them to understand rules and why they are important to keep everyone safe.

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

- The childminder implements a curriculum that supports children in all areas of learning and development. For example, older children learn to count and recognise the letters from their name as they play with magnets and complete puzzles. Children remember what they learn and make good progress. However, sometimes the questioning techniques the childminder uses do not extend children's critical thinking skills or allow them to follow their own thought processes. This prevents children from learning from these experiences even further.
- The childminder uses books, songs and rhymes to deliver her curriculum. As she supports children to play with a farm set, she shows them pictures of farms in a book. The childminder sings 'Old MacDonald had a Farm' as children join in with the animal noises. The childminder uses repetition of these familiar songs and stories to help children to practise their speech and support their overall language development.
- Children are encouraged to be healthy. They are physically active during outings to local parks. Children enjoy extending their physical skills on play equipment in the garden. Babies are able to access all areas of the setting safely. The

childminder encourages babies to learn to walk as they cruise along furniture. Children enjoy healthy snacks and nutritious meals, while the childminder expertly encourages children who are reluctant to try new foods. As a result, children thrive and enjoy mealtimes and exercise.

- The childminder supports children to meet her high expectations for their behaviour. She encourages children to be polite and respectful. Children are caring towards their friends and show a good understanding of right and wrong. For example, they share with their friends and show empathy when others are upset. This contributes to a happy and productive environment.
- The childminder showers children with praise and encouragement. Children beam with pride when they achieve something new. They look to the childminder to share their achievements. When children find things difficult, the childminder encourages them to keep on trying. Children are well motivated to learn.
- The childminder works closely with children's families. She understands the challenges they face and supports them by giving helpful advice or signposting to other people who can help. Parents say the childminder feels like part of the family. They receive information about their children's progress in learning and development. The childminder provides helpful suggestions of how parents can support their children's learning at home. These strong partnerships strengthen support for children's learning and development.
- The childminder is professional in her role. She organises her provision effectively and ensures that she stays keeps up to date with new information, which she uses to enhance her practice. The childminder works well with any assistants she employs to ensure that her vision for high-quality care is delivered effectively.

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:

- strengthen the use of effective questioning strategies to give children more time to think and respond to questions and enable them to share their thoughts and ideas.

Setting details

Unique reference number	EY349694
Local authority	Tameside
Inspection number	10398187
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	0 to 5
Total number of places	12
Number of children on roll	8
Date of previous inspection	8 October 2019

Information about this early years setting

The childminder registered in 2007 and lives in Ashton. She operates all year round, from 8am to 5pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She provides government funded childcare.

Information about this inspection

Inspector

Natalie Myatt

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to an assistant at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Several parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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