

Childminder report

Inspection date: 23 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The kind and experienced childminder has high aspirations for all children in her care. The strong bonds she builds with children help them to feel safe, secure and confident. For example, children giggle happily as they join in with stories and rhymes. They are eager to spend time with the childminder. The childminder plans her curriculum carefully to support children's learning. For example, she encourages children to sort toys into groups. The childminder asks them to count how many items are in each group. She encourages children as they consider which is the biggest group. Children make good progress.

Children have a tremendous time developing their physical skills. They practise large arm movements as they clean the whiteboard. The childminder tells children that this movement will help them to build strong muscles. She knows the importance of children developing healthy lifestyles and engages children in conversations about healthy foods. The childminder is consistent in supporting children's behaviour. She models positive attitudes to learning. Children generally understand good behaviours and behaviours that are not wanted. They listen well and respond to the childminder's requests. Children show good manners, saying 'please' and 'thank you' to adults and each other. The childminder helps children to think about ways to stay safe. Parents and carers comment that their children learn about road safety. For example, children know to hold an adult's hand or a pushchair near the road.

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

- The childminder is committed to continuing her own learning to support children's outcomes. For example, she attends training to keep her knowledge current and to continue to improve her teaching skills. The childminder explains how recent training has developed her approach to helping children to listen. In addition, she attends the local childminding network. This helps her to share good practice and use professional discussions to support children's learning.
- The childminder has a clear vision to support children in meeting and exceeding the expectations for their development. For example, she assesses children's current abilities using observations and discussion with parents. This helps her to plan learning opportunities that support children's current interests and skills. As a result, children are eager to engage.
- Overall, the curriculum supports each child's next steps in development. For example, children are delighted as they join in with number songs. The childminder supports younger children to use their fingers to help them count. Older children progress to recognising numbers in written form. However, during free play, the childminder's interactions are not as sharply focused on supporting children's individual next steps in learning. As a result, children repeat their

learning. On these occasions, the childminder's teaching does not consistently support what children need to learn next.

- The childminder generally helps older children to think and experiment as they encounter problems during play. For example, older children work out the best way to fix puzzles together. They learn to problem-solve as they test out ideas. However, when younger children come across difficulties in play, the childminder allows older friends to take toys and complete tasks for their younger friends. As a result, she does not consistently support younger children to build their thinking and problem-solving skills.
- Children develop a love of reading. The childminder reads stories well and children are enthralled. She uses props to encourage children's interest and engagement. This helps children of different ages and abilities to remain engaged in the same story. Children demonstrate their knowledge about the roles of the author and the illustrator. They know phrases in familiar stories and enjoy repeating these with the childminder. Children develop recall skills that will help them when they learn to read.
- The childminder wants children to be independent. She encourages them to complete tasks, such as putting on their own coats and shoes. Children become increasingly able to complete self-care tasks. These skills help children when they transition on to school.
- Children's hygiene routines are good. They know to wash their hands after playing outside and before eating. Children explain that this removes germs. The childminder builds on children's knowledge of good health and children develop good hygiene habits.
- Partnerships are good. The childminder knows that children learn best when learning is consistent. She works in close partnership with parents. For example, the childminder discusses children's next steps with parents. She offers resources and ideas to help children to continue their learning at home. Children benefit from consistent learning experiences.

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:

- focus interactions more sharply on children's next steps in learning, to support their continual progress
- allow all children time to think and problem-solve, to help them to develop skills that can be used to resolve difficulties they may come across during play.

Setting details

Unique reference number	EY356983
Local authority	Tameside
Inspection number	10398139
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	4 October 2019

Information about this early years setting

The childminder registered in 2007. She lives in Audenshaw, Tameside. The childminder holds an appropriate early years qualification at level 3. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded childcare.

Information about this inspection

Inspector

Lynn Richards

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation.

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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