

Childminder report

Inspection date: 11 September 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder gets to know children well and supports their emotional needs successfully. This helps children settle quickly into her home and feel confident and happy to explore. The childminder embeds clear rules and boundaries from the start and encourages children to develop their own expectations in the setting. This helps children learn how to value and respect other people and their environment. Additionally, children behave well, and the learning environment remains calm and positive.

The childminder understands the importance of supporting communication skills. She models clear language and exposes children to a range of words as she talks and sings to them throughout play. For example, the childminder tells children the leaves are 'crunchy' as they feel them between their fingers. This helps children learn new vocabulary and develop their speaking skills further.

The childminder recognises children's needs and adapts her activities to ensure they do not come to any harm. For example, some children like to put things in their mouths during play. For them, she removes any small items to reduce the risk of choking. Children enjoy a range of fruit and snacks, and they remain active in the childminder's garden or at local parks. This helps support healthy lifestyles.

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

- Generally, the childminder prepares a range of activities for children that aim to extend their knowledge and experiences. However, she does not consistently adapt her teaching or planned activities so that children have the chance to develop in all areas of learning. This is more apparent with children who have slight gaps in their learning or those with a specific interest that often directs their play.
- The childminder evaluates her practice and knows the areas in which she intends to develop further. However, she does not consistently know how to swiftly act on these actions to put her new knowledge into practice in the best possible way to suit the emerging needs of all children.
- The childminder knows how to work and communicate with parents from the start. This helps her share information about children's development and supports parents to continue this learning at home if they wish to. Parents are happy with the care and support their children receive from the childminder. They comment on the range of experiences their children take part in and how their development has improved since starting at the setting. Parents know they can communicate with the childminder when they need to.
- Children are tracked closely from the start. The childminder celebrates their achievements and identifies any gaps that emerge in their learning. She knows

when to complete the required progress check at age two and how this is used to support children's progress, particularly when gaps in development are identified. The childminder shares this with parents and other professionals where appropriate. This helps create a consistent approach to children's progress.

- The childminder understands how to support children who have special educational needs and/or disabilities. She knows how to recognise suggestive signs that may indicate a learning delay and what support is out there to develop individual plans. This helps all children remain included in the setting and continue to keep up with their realistic expected development.
- The childminder exposes children to a range of opportunities within the local community, where they can integrate with new people and learn life skills. For example, they use the bus and go shopping. Furthermore, they enjoy singing and reading sessions at the local library, which help them socialise and concentrate in groups. This, in turn, helps them prepare for their move to school.
- The childminder uses lots of praise and encouragement to help children engage with new activities. This helps children feel secure and happy in her company. The childminder supports children's fine motor skills by offering activities such as puzzles. Children show good concentration and problem-solving skills as they complete puzzles successfully.

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 more on how to adapt teaching to enhance children's play experiences and captivate their interest in activities
- improve knowledge and understanding through continued professional development to develop skills that enhance teaching and benefit the children further.

Setting details

Unique reference number	EY357461
Local authority	Oldham
Inspection number	10399841
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	8
Date of previous inspection	17 December 2019

Information about this early years setting

The childminder registered in 2008 and lives in Oldham. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The childminder and the inspector discussed the provision and the curriculum.
- Parents shared their views of the setting with the inspector via written testimonials.
- The inspector and childminder completed a joint observation.
- The inspector looked at relevant documentation, such as the paediatric first-aid and safeguarding certificates.

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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