

Childminder report

Inspection date: 5 February 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 are happy, safe, and well-cared for. They benefit from a nurturing environment where their emotional well-being is prioritised, particularly through activities like yoga and discussions about feelings. This helps children feel secure and confident in expressing their emotions. The childminder promotes positive behaviour by consistently modelling and reinforcing good manners, sharing, and cooperation. She uses age-appropriate strategies, such as praise, encouragement, and reading books about kindness and sharing. This helps children understand what is expected from them.

The childminder supports all children to make good progress in their learning and development. She provides a wide range of stimulating and developmentally appropriate activities tailored to each child's interests and needs. She regularly observes children and assesses what they are capable of doing. She uses this information to track children's progress and plan individualised next steps in learning. This helps each child to continually learn new knowledge and skills. The childminder supports children's physical well-being by providing ample opportunities for active play, both indoors and outdoors. Activities, such as playing in the park, and engaging in physical games help children develop their motor skills, coordination, and overall physical health.

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

- The childminder is committed to continuous improvement and regularly reflects on her practice to enhance the quality of care and education provided. For example, after attending outdoor education training, the childminder incorporated more outdoor activities, such as den building and nature walks, which positively impact children's learning experiences. This dedication to improvement helps children to receive high-quality learning experiences.
- The childminder effectively supports children's communication and language development through a variety of interactive activities, such as storytelling, singing, and outdoor exploration. This supports the development of children's vocabulary and conversational skills and prepares them for future learning.
- Good partnerships with parents help the childminder to meet children's individual needs. She engages in regular communication with the parents through daily conversations and gathers feedback through the use of questionnaires. The collaborative approach helps to provide consistency in children's care and learning.
- The childminder provides a secure curriculum to improve children's understanding of the world around them. Children visit duck ponds, engage in bird watching and nature walks, which helps them to develop an interest in nature. This fosters children's curiosity and an understanding of their

environment.

- Overall, the childminder supports children's learning well. However, there are occasions when the childminder is quick to solve problems for the children. On these occasions, children do not have the opportunity to think about the many possible solutions available which might help to solve the problem.
- The childminder creates an educational programme that enhances children's social skills. Children develop strong relationships with their peers and visit groups where they interact in larger settings. This helps children feel secure and confident in their interactions, supports positive behaviour, and fosters positive attitudes towards learning.
- The childminder teaches children about some of the different things that constitute a healthy lifestyle. She provides children with nutritious snacks, regular outdoor activities, and implements good hygiene practices. This supports children's physical health and well-being.
- Children are encouraged to be independent in their self-care routines. They wash their own hands, use the toilet independently, and put on their own coats and shoes. Children develop a sense of responsibility and self-confidence. This prepares them for their next stage in learning and helps them to become capable of managing their personal needs.
- The childminder maintains strong relationships with other settings, such as local schools and nurseries, to support children's transitions and ensure continuity in their learning. She regularly communicates with teachers and shares relevant information about the children's progress and needs, which helps create a cohesive approach to each child's education and well-being.
- The childminder teaches children about diversity and inclusion by incorporating activities and resources that celebrate different cultures, traditions, and backgrounds. She uses books, songs, and discussions to introduce children to various customs and languages, fostering an environment of respect and understanding. This helps children appreciate and value differences, promoting a sense of empathy and inclusivity.

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:

- provide children with more opportunities to think about and solve problems independently.

Setting details

Unique reference number	EY360027
Local authority	Tameside
Inspection number	10372097
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 10
Total number of places	12
Number of children on roll	10
Date of previous inspection	2 April 2019

Information about this early years setting

The childminder registered in 2007 and lives in Hyde, Cheshire. She operates all year round, from 7.30am to 5pm from Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. The childminder occasionally works with an assistant. She provides government-funded childcare.

Information about this inspection

Inspector

Joanne Ryan

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their Early Years Foundation Stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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