

Childminder report

Inspection date: 7 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

The childminder provides a home-from-home environment where children feel secure and thrive. The childminder gathers key information from parents when children start. She uses this to tailor her provision to meet each child's individual needs. As a result, children settle quickly and are eager to engage with learning opportunities that reflect their current interests. The childminder knows the children well and builds strong relationships with them. Children demonstrate they feel safe as they cuddle up to the childminder and draw pictures together. They develop a deep sense of security from the childminder's presence.

The childminder is a positive role model to children. She encourages resilience. For instance, when children express doubt about drawing a shape or holding the jug correctly to pour, the childminder gently models how to achieve the task. On the next attempt, children demonstrate their newly learned skill as they pour with confidence. The childminder offers lots of positive praise. Children benefit from this and develop a 'can-do' and positive attitude to learning.

The childminder implements an ambitious curriculum that builds on children's next steps in learning. She provides exciting opportunities that spark children's awe and curiosity. For example, an activity on colour recognition turns into children mixing colours in water. The childminder encourages children to mix two colours together. Children work together to share and mix the colours. They watch as the water changes colour. Children are curious and confident learners.

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

- The childminder promotes children's early literacy skills effectively. Children show a love for stories and rhymes. For example, they independently choose their favourite stories, turn the pages and use the pictures to create their own imaginative narratives. In addition, children enthusiastically join in with the key actions and phrases of nursery rhymes. Children develop a strong foundation for early reading and show confidence in expressing themselves through their imagination skills.
- The childminder introduces new vocabulary into children's play, such as 'heavy' and 'empty' as they pour water from the jugs. This helps to broaden children's vocabulary. However, on some occasions, the childminder does not implement the curriculum well enough to build on children's conversational and critical thinking skills. For example, during some activities, the childminder asks too many questions and often answers her own questions before giving children time to respond. This reduces children's opportunities to share their ideas and develop their learning even further.
- The childminder supports children to develop their independence skills. For

example, children are supported to wash their own hands and butter their own toast at snack time. During play, the childminder encourages children to try tasks for themselves, such as screwing lids onto the tubes. Children are becoming increasingly independent.

- Children's mathematical development is supported well. The childminder encourages children to practise their counting skills. Children model their understanding of number in play. For example, they count out the coloured discs, matching number to quantity. Children make good progress in their early mathematical development.
- The childminder forms good partnerships with parents and carers. They appreciate the childminder and the care she provides for their children. The childminder shares ongoing updates with parents on their child's next steps in learning. This supports learning at home and maintains continuity for children.
- The childminder is reflective of her own practice. She identifies professional development opportunities to ensure that children have the best possible learning outcomes. For example, the childminder has recently attended training on autism. This allows her to understand all children's needs and how she can fully support children in her setting.
- Children learn about healthy lifestyles. They have access to the outdoors daily to promote their physical skills. In addition, the childminder prioritises learning about oral health in the curriculum. Children have opportunities in the day to brush their own teeth. This supports children's overall good health and well-being.
- The childminder is gentle in her approach to help all children develop an understanding of good behaviour and manners. She teaches children to be kind towards each other and their environment. Children follow instructions and tidy up after themselves when they have finished playing. They show a good understanding of the key rules and have respect for their environment.

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 implementation of the communication and language curriculum, with particular regard to giving children time and space to think and respond to questions.

Setting details

Unique reference number	EY379466
Local authority	Tameside
Inspection number	10398567
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	30 October 2019

Information about this early years setting

The childminder registered in 2009 and lives in the Ashton-under-Lyne area of Tameside. The childminder provides care all year round, Monday to Friday, from 8am to 6pm, with the exception of family holidays. The childminder provides government funded childcare.

Information about this inspection

Inspector

Danielle McEwan

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures 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 foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector through a questionnaire.
- 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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