

Childminder report

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

The provision is good

The childminder enhances children's emotional well-being. She creates a calm, relaxed and supportive environment. Children build good relationships with the childminder and engages confidently in their play. The childminder provides experiences, such as talking about 'emotion faces', to help children recognise and understand feelings. Children are confident in managing their own emotions and understanding others. The childminder promotes physical well-being through providing active play and healthy routines. Children climb, dig and explore outdoors and brush their teeth after meals. This supports their physical development and helps them adopt healthy practices.

The childminder provides a curriculum that is ambitious for all children, regardless of their starting points. She supports children to build on what they already know and can do. Children make good progress in their learning and development. The childminder encourages children to write their names and dress themselves. Children demonstrate high levels of independence. The childminder promotes a love of learning by encouraging curiosity and exploration. Children enjoy hunting for bugs in the garden using magnifying glasses and binoculars. They are motivated learners who are eager to try new things.

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

- The childminder is committed to providing a high-quality service for children and their families. She attends training and regularly meets with other childminders to share ideas, which helps her stay informed and reflective in her practice.
- The childminder delivers a well-rounded education for children. She offers children engaging experiences, which they are keen to participate in. The childminder uses stories and follow-up activities to ignite children's curiosity. Children are enthusiastic, focused and well prepared for their next stage in learning.
- The childminder builds children's language skills through a well-sequenced curriculum. She introduces new words during play and stories, such as 'camouflage' and 'tangy' and provides children with lots of explanations. Children are confident speakers who enjoy using a good range of vocabulary and they demonstrate good levels of understanding.
- The childminder identifies when children need additional support and takes early action to meet their needs. She uses tools, such as visual aids, flashcards and 'now and next' boards to help children understand routines and make choices. Children who require extra support are well supported to access the curriculum.
- The childminder supports children in progressing their personal, social and emotional development. She uses activities to help children learn how to share and take turns. They build secure friendships and are confident in social

situations.

- The childminder does not always fully extend children's mathematical knowledge. For example, during fruit-counting activities, older children are not challenged to solve simple addition problems using the fruit pieces. This limits children's ability to deepen their mathematical understanding and apply their learning in different ways.
- The childminder helps children understand the world around them and value diversity. She uses books, dolls and small world play to reflect different families, races and abilities. The childminder talks to children about the different foods that people eat. Children learn to respect others and feel proud of who they are.
- The childminder supports children's physical development through a wide range of activities. Children use tools to prepare food. They chop their own strawberries and pears. Children climb on outdoor equipment and explore textures in the mud kitchen. This helps them develop body strength, improves their coordination and enhances their fine motor skills.
- The childminder sets clear expectations for children's behaviour and models respectful interactions. She listens carefully to children when they speak and responds allowing children to know their opinion matters. Children are polite, well mannered and respectful.
- The childminder works closely with parents to support children's learning and care. She sends home learning materials and offers advice on milestones, like toilet training. This helps children feel secure and ensures consistency between home and the setting.

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:

- increase opportunities for children to extend their mathematical knowledge.

Setting details

Unique reference number	EY406416
Local authority	Tameside
Inspection number	10398069
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	2 October 2019

Information about this early years setting

The childminder registered in 2010 and lives in the Audenshaw area of Greater Manchester. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. 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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