

Childminder report

Inspection date: 12 June 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 demonstrate they feel safe and have a strong sense of belonging in the childminder's home. The childminder uses information gained from parents and carers during settling-in periods to get to know and support children. For example, she finds out about children's likes and dislikes and people who are special to them. Children form warm relationships with the childminder, which supports their emotional well-being. The childminder is knowledgeable and understands how children learn. She plans an ambitious curriculum that is focused on providing children with experiences and building on their social skills. As such, children have built strong relationships and are confident in social situations.

The childminder has high expectations for children's behaviour and supports them to share and take turns through play. For example, the childminder encourages children to take turns when blowing bubbles with their peers. The childminder includes parents in their children's development and supports them to contribute to the progress they make. For example, she shares assessment information and ideas to support parents to continue their children's learning at home. This helps to provide continuity of care for children. Children enjoy being physically active. The childminder encourages children to develop their large-muscle skills. For example, children regularly play in the childminder's garden and use equipment at the park. These opportunities contribute to the good physical development of children.

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

- The childminder plans a curriculum that supports children to be ready for their next stage in learning, such as school. For example, children have plenty of opportunities to develop their social skills. Overall, children make good progress. However, on some occasions, when delivering activities, the childminder does not focus precisely enough on the specific things that children need to learn next. This does not help children to consistently build on their existing skills.
- Children develop their communication and language skills well. The childminder speaks clearly to children and models back the correct language. For example, when children say 'horsey', the childminder says 'horse'. In addition, during play, the childminder comments on what children are doing and asks questions. This encourages conversation between the childminder and the children. Children become confident communicators.
- The childminder has high expectations for children's behaviour, and children respond positively to her instructions. For example, the childminder reminds children to tidy up to ensure that the floor space is clear from hazards. The childminder uses lots of praise and encouragement, such as saying, 'Well done'. Children behave well and demonstrate respect for the childminder and her home.

- The childminder encourages children to lead healthy lifestyles, such as by teaching them ways to look after their teeth and eating healthy. She offers children home-made nutritious meals and snacks. The childminder uses role-play resources, such as pretend teeth and toothbrushes, to support children's understanding of how to clean their teeth effectively. These opportunities support children to begin to make healthy choices.
- The childminder plans lots of outings and experiences for children to develop their social skills. For example, children attend the local library and trips to farms and parks with other childminders and children. In addition, they spend lots of time out in the community at playgroups. The childminder uses these opportunities to help children to gain experience of the world around them and develop their confidence.
- The childminder completes mandatory training and keeps up to date with changes to ensure that she has a good knowledge and understanding of how to promote children's safety and welfare. However, she has not yet reflected on her provision and teaching skills to precisely identify training that would enhance her practice and raise the quality of her provision even further.
- The childminder helps children to develop their early mathematical skills well. She uses opportunities such as walking down the stairs to encourage children to practise counting skills. Furthermore, the childminder introduces language such as 'bigger' and 'smaller' as children play with the farm animals. Children hear mathematical concepts from an early age.

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 precisely on the specific skills children need to learn next to help build on what they already know and can do
- identify professional development opportunities to further enhance skills and knowledge.

Setting details

Unique reference number	EY409545
Local authority	Tameside
Inspection number	10380757
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 7
Total number of places	6
Number of children on roll	2
Date of previous inspection	21 June 2019

Information about this early years setting

The childminder registered in 2010 and lives in Droylsden, Manchester. She operates all year round, from 8am to 6pm, Monday to Friday, term-time only. The childminder offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Jade Patten

Inspection activities

- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The childminder showed the inspector around the premises and discussed how she ensures that 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 curriculum.
- The inspector observed the quality of interactions between the childminder and the children.
- The inspector discussed safeguarding procedures with the childminder.

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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