

Childminder report

Inspection date: 28 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

Children are happy with this warm and friendly childminder. They begin their day smiling, and there is frequent laughter throughout the day. The childminder provides a homely environment. Children show they feel secure as they chat to the childminder and her older children. They seek out their caring childminder for cuddles when they need a little extra comfort.

The childminder delivers a curriculum that supports all children to make good progress. She adapts to children's individual needs and ensures that all children feel included. Children enjoy learning new dance moves to music. They show energy, enthusiasm and concentration as older children pretend to be the 'teacher'. This also gives older children a sense of responsibility. Outdoors, children learn to keep themselves safe as they put on hard hats to look for falling conkers. They practise mark making in the sand that is in the sheltered garden, which the childminder uses in all weathers.

The childminder has high expectations of children's behaviour. Children have a good understanding of the rules and why they are important. For example, they explain that when they share toys at playgroup, they are being kind to others. Children enjoy each other's company and develop their communication skills as they eat their snack.

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

- The childminder delivers a varied curriculum that meets the needs of the children in her care. She delivers this through activities that meet children's interests. This motivates children to learn. For example, children thoroughly enjoy developing their fine motor skills, such as when they build ice creams from shaving foam. However, the childminder does not always use her teaching to extend the most able children's learning. This means that these children sometimes do not benefit fully from the learning opportunities provided.
- The childminder's curriculum provides opportunities for children to learn about the natural world. She shows children pine cones and encourages children to notice the differences in size, colour and texture. This promotes children's curiosity and encourages them to learn through exploration.
- The childminder uses books to help deliver her curriculum. She reads engagingly to children, talks to them about the pictures they see and supports them to think about the story. The childminder uses trips to the library to help children to further explore their own interests through books. This supports children to develop a love of reading.
- The childminder encourages children to communicate effectively. She uses a wide vocabulary and engages children in conversations throughout the day. The

childminder supports children to express themselves clearly and asks questions that extend children's speech. As a result, children become confident communicators.

- The childminder supports children to behave positively. She has fair and consistent expectations of how children should treat each other. She explains to children how to be a good friend, how to speak to other people politely and how to manage their difficult feelings. This supports children's social and emotional development.
- The childminder supports children to develop their independence. She encourages them to choose what they would like to do next. The childminder ensures that children can easily access their favourite toys and books. She teaches children to manage their personal care needs, such as washing their hands and using the toilet. This helps children to be ready for school.
- The childminder promotes a healthy lifestyle. She supports children to be physically active as they learn to ride scooters and run around during frequent trips to the local park. Children learn how to brush their teeth properly through books and engaging activities. This supports children to learn how to make healthy choices.
- The childminder nurtures strong attachments with children. They settle quickly with the childminder as she seeks to follow their home routines as closely as possible. The childminder shows genuine affection for children and listens closely to what they say. As a result, children feel secure and confident.
- The childminder gets to know families well and shares information effectively. For example, when parents and carers share something children find difficult at home, the childminder makes targeted plans to support them. These strong relationships support children's learning and their general well-being.

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:

- develop teaching skills to consistently extend the most able children's knowledge and skills.

Setting details

Unique reference number	EY456915
Local authority	Tameside
Inspection number	10394461
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 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	6 September 2019

Information about this early years setting

The childminder registered in 2013 and lives in Denton. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 2. She offers government funded childcare.

Information about this inspection

Inspector

Natalie Myatt

Inspection activities

- 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 spoke to children to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Several 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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