

Childminder report

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

The provision is good

Children thrive in this warm, inclusive and thoughtfully organised, homely setting. They are greeted with genuine affection by the childminder and any assistants she works with. They settle quickly and form strong bonds with adults. Staff provide consistent emotional support, using stories, role play and calm conversations to help children understand and express their feelings. Children are respectful, helpful and kind. Older children act as positive role models. For example, they praise younger children when they join in with imaginary play. They offer hugs, share and take turns. Children show confidence as they chat to visitors about their activities. They pretend to cook and deliver ice creams with great joy.

Children experience a wide range of meaningful activities that spark their enthusiasm for learning. They are supported to be active learners, choosing resources independently, both indoors and outdoors. Their views are welcomed and valued. They are encouraged to express themselves and make decisions. For example, they vote on whether to play in the garden or go on a local walk. This helps them learn about democracy and respect for others. Children are developing skills that will help them become good citizens and prepare them well for school and later life.

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

- The childminder has a strong intent for what she wants children to learn. She has created a well-considered curriculum that helps children take responsibility for their own tasks and look after themselves. For instance, she teaches them how to dress independently and manage their personal care. Children develop good independence skills in readiness for their future learning
- Adults help children learn to manage risk and model how to stay safe during outdoor play, in all weathers. For example, when it is wet and raining, children are supported to avoid climbing slippery ladders, take turns on the trampoline and remove wet wellies before coming indoors. These experiences support their physical development and build confidence in making safe choices.
- The childminder supports children's thinking through careful questioning and encouragement. She gives them time to solve problems and try out their ideas. For example, she prompts children to think about how to build dens using mats. Children fold and adjust the mats to create enclosed spaces. They also use them to make group areas for songs and role play. As a result, children grow in confidence, use their imagination and work well with others.
- Children learn about shapes, counting and mathematical language. During play, adults encourage them to count, recognise numbers and talk about shapes. Adults introduce words such as 'flat' and 'solid' to support children's understanding. They use songs and routines to reinforce these ideas. This helps

children develop confidence and a strong foundation in early mathematics.

- Children are confident communicators. Adults model expressive language and engage them in meaningful conversations. They use carefully chosen books, props and stories to support children's understanding of story structure. Children eagerly join in with familiar phrases and talk excitedly about characters and events. This approach fosters a love of reading.
- The childminder keeps parents well informed about their children's learning and development. She regularly shares photos and observations of children's achievements. However, she does not always use clear or consistent methods to share next steps so parents can support their children with their individual next steps in learning at home.
- The childminder is proactive in identifying children's individual needs at an early stage, including those with additional needs such as visual impairments. She follows clear, timely procedures and works closely with parents and external professionals to ensure children receive consistent and effective support. Parents are complimentary about the service the childminder provides and are pleased with the progress children make from their starting points.
- The childminder is committed to her own professional development and ensures any assistants she works with complete required training, such as first aid and child protection. Some additional training has been completed. However, this has not yet focused enough on deepening understanding of early child development, particularly for the youngest children. As a result, the youngest children do not consistently experience interactions and expectations that match their stage of development.

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:

- enhance the support offered to parents so they can support their children with their individual next steps in learning at home
- strengthen understanding of child development, so that interactions and expectations are consistently matched to the individual needs of the youngest children.

Setting details

Unique reference number	2515682
Local authority	Rochdale
Inspection number	10399580
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 0
Total number of places	8
Number of children on roll	10
Date of previous inspection	6 December 2019

Information about this early years setting

The childminder registered in 2019 and lives in Littleborough, Rochdale. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works with an assistant. The childminder is eligible to receive funding to provide free early education for children aged nine months to four years.

Information about this inspection

Inspector
Sheron Kantor

Inspection activities

- The inspector talked to the childminder's team throughout the inspection and discussed how the curriculum is planned and implemented and how children's progress is monitored.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector held a meeting with the childminder to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as the paediatric first-aid and safeguarding certificates.
- Parents shared their views of the setting with the inspector.
- Children spoke and engaged with the inspector during the inspection.

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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