

Childminder report

Inspection date:

26 March 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The caring childminder provides children with a home-from-home environment. Children are happy and safe. Overall, the childminder knows children well and she does provide some activities that children enjoy doing. However, not enough emphasis has been placed on how the childminder intends to offer children a curriculum that builds on what they already know and can do. This means that, too often, activities are not pitched at the right level and children lose interest in their learning. For example, the childminder expects children who are not ready, to count beyond five. This is aimed too high and children's engagement in their learning declines.

In the main, the childminder supports children to manage their own feelings and behaviour effectively. However, due to gaps in the curriculum, children do not always show positive attitudes towards their learning and they become easily distracted. Children show sound physical dexterity while using climbing apparatus outdoors. The childminder supports children's good health effectively. She teaches children about the importance of eating healthy foods and why exercising is good for their bodies. Overall, the childminder supports children to become independent. Children tend to their own physical needs and help to tidy toys away. This supports children in their next stages in learning.

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

- The childminder has made some improvements since the last Ofsted inspection. She has welcomed support from the local authority. However, there is still work to be done. Self-evaluation is accurate. For example, the childminder has identified that she needs to build on her knowledge and skills of child development to better support children's learning. The childminder demonstrates a positive attitude towards improvement and aspires for her setting to be good.
- The childminder has worked hard to implement a new curriculum. However, this has not had sufficient time to be embedded. This means that many activities are not well matched to children's current level of development. For example, the childminder expects younger children to be able to describe three-dimensional shapes. The childminder does not precisely focus on the knowledge and skills that children need to learn and the order that this should happen. This means that children quickly lose interest in their learning.
- The quality of interactions with children are variable. Adults do not best assess situations that require them to interact with children to support their learning and development. For example, when children are curious about how things work and operate, the childminder does not notice this as she is preoccupied with other duties, such as cleaning. This hinders children from making the progress that they are capable of.

- The childminder has established a successful programme of professional development for herself. She has recently introduced coaching and supervision sessions for assistants. However, the programme of professional development for any assistant focuses on mandatory training only. This limits the development of their practice and skills.
- The childminder supports children's personal, social and emotional development effectively. They spend time getting to know children and their families during the settling-in period. Children settle well. However, children do not always display positive attitudes towards their learning and, at times, their behaviour declines. This is because activities do not keep them engaged in their learning.
- The childminder introduces children to songs and stories. She reads with animation and teaches children actions to rhymes. However, the childminder does not use the correct vocabulary when interacting with children. Furthermore, she asks children questions in quick succession and does not give them sufficient time to respond. This hinders children's progress in their communication and language skills.
- The childminder encourages children to be creative. She provides opportunities for children to explore paint. Children beam with delight while filling containers with water. They enact the roles of superheroes and pretend to go to a 'magical land' while playing outdoors.
- The childminder teaches children well about similarities and differences between themselves and others. Children relish learning about Ramadan. They talk about different festivals and celebrations. Children gain an early awareness of what life is like in modern Britain.

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:

- provide children with an ambitious curriculum that builds on what they already know and can do
- strengthen interactions with children, to better support their engagement in their learning
- establish a successful programme of professional development to better support the practice of any assistant
- use the correct vocabulary and allow children more time to think and respond to questions, to better support their communication and language skills.

Setting details

Unique reference number	2652974
Local authority	Rochdale
Inspection number	10371682
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 13
Total number of places	6
Number of children on roll	14
Date of previous inspection	2 October 2024

Information about this early years setting

The childminder registered in 2022 and lives in Middleton, Manchester. She regularly works with an assistant. The childminder operates all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Luke Heaney

Inspection activities

- The childminder spoke to the inspector about the children's learning and development and how she organises her provision.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector talked to the childminder, her assistant and children at appropriate times during the inspection.
- Parents shared their views about the provision in written comments and the inspector took account of their views.
- The childminder showed the inspector around her premises and discussed how she ensures that they are safe and suitable.

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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