

Childminder report

Inspection date: 7 February 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming environment that ensures that children are happy and learn through play. This is reflected in children's smiles and giggles. Children are very happy and comfortable with the nurturing and caring childminder. They engage well with the childminder and other adults working with them, laughing and having fun as they skilfully build their confidence. Children form very strong attachments with the childminder, which supports their emotional well-being extremely well. For example, the childminder includes home visits in settling-in arrangements and gives children lots of cuddles when they feel tired. This helps children to feel safe and secure.

The experienced and knowledgeable childminder has developed an effective curriculum. She assesses children when they join the setting and plans activities to support them to make good progress in their learning and development. The childminder monitors children's progress and identifies next steps for each child. She shares this information with parents and carers.

The childminder has high expectations for children's behaviour and is an excellent role model. Children clearly understand and follow the well-embedded routines. They behave very well and thrive from the consistent routine. Children look forward to morning circle time and enthusiastically take part in action songs and discussions. When occasional minor disagreements happen, the childminder steps in quickly, reminding children why it is important to share toys or take turns.

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

- The childminder and other adults working with children know children well. They consider each child's interests and stage of development when planning activities and generally support these effectively during play. However, while the childminder holds meaningful discussions to extend children's learning, she sometimes focuses on the more vocal and confident communicators. As a result, quieter children, though happy in their play, do not consistently receive the same level of interaction as their more expressive peers.
- The childminder supports children's communication skills well. She introduces children to a wide range of stories and songs. Books and stories are an integral part of the everyday routines. Children enjoy interactive and engaging story and singing times and participate with enthusiasm. They sing along to favourite songs, talk about pictures they see in books and repeat familiar phrases from stories. This develops children's listening and comprehension skills.
- The daily routines are well organised and promote children's physical health and well-being effectively. For example, children have daily opportunities for outdoor walks in the community. The childminder takes children to go bird spotting and

on public transport to visit the larger parks in the area. Children play on slides and scooters in the outdoor area. This helps to increase their physical skills and fitness.

- Children demonstrate their motivation and increasing independence as they attempt to put on their shoes ready to play outdoors. Some children need encouragement from the childminder, who praises their achievements. The childminder encourages children to take an active part in their own self-care. She encourages children to take care of their own personal needs. For example, children independently get tissues to wipe their noses and dispose of them in the bin.
- The childminder and adults working with the children develop children's mathematical skills during activities. Children eagerly sing counting rhymes and learn to recognise numbers by counting the dots on the dice. They learn colours by matching coloured balls to the coloured baskets while counting them.
- The childminder is passionate in her role. She obtains information on children's interests through observations and gains the views of parents to help her continue to improve and enhance her provision. She links with local advisers to keep up with changes to guidance. The childminder attends regular training courses targeted on areas that support the children in her care. For example, she has attended safer sleep training.
- Partnership working with parents is extremely strong. Parents' feedback is overwhelmingly positive. They report that their children are nurtured and flourish in the childminder's care. All parents say that their children have made lots of progress since starting and that they feel supported. The childminder gives parents ideas to support and extend their children's learning at home.

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:

- strengthen interactions to ensure that all children, particularly those who are quieter and less confident, are fully engaged and supported in their learning and development.

Setting details

Unique reference number	2697314
Local authority	Rochdale
Inspection number	10368218
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	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Rochdale. She operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She provides government funded childcare. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Nicky Martin

Inspection activities

- The childminder and inspector discussed how the curriculum is implemented and the impact on the children's learning.
- The inspector observed the interactions between the childminder and other adults working with children during the inspection and evaluated the impact on children's learning.
- The inspector held discussions with the childminder, assistant and children at appropriate times during the inspection.
- The views of parents were considered by the inspector through feedback forms.

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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