

Childminder report

Inspection date: 14 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 builds strong and trusting relationships with children from the very beginning of their settling-in process. She offers a warm and welcoming environment. The childminder provides comfort and gradually increases children's involvement in activities as they feel more secure. This approach helps children to feel safe and supported, allowing them to settle in quickly and form positive attachments.

The childminder provides a curriculum that is ambitious for children. She assesses children's starting points in development through detailed observations and discussions with parents and carers. The childminder tailors learning opportunities based on children's interests. This helps children to engage in activities for extended periods and make good progress in their learning and development.

The childminder fosters children's independence. She encourages them to take responsibility for their actions and make choices. The childminder supports children to pour their own drinks, choose their activities and tidy up after themselves, providing guidance when needed. This helps children to become more confident in their abilities, develop a sense of responsibility and demonstrate increased independence in daily routines. Children demonstrate positive attitudes to their learning and are well prepared for their next stage in learning.

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

- The childminder engages in ongoing training to strengthen her knowledge and enhance her teaching approach. After completing training about the early years curriculum, she has designed an educational programme that provides experiences that enable children's development in all areas of learning. This supports children to experience a well-structured and progressive curriculum that enhances their development.
- The childminder supports children effectively to develop strong speaking and listening skills to support their communication. She engages them in meaningful conversations and asks open-ended questions. For example, during story time, she encourages children to talk about the story and relate it to their own experiences. This helps children to become confident communicators, listen attentively and use language to explain their ideas.
- The childminder works alongside children to develop their confidence, independence and positive relationships with others. She encourages children to express their feelings, take turns and resolve conflicts. For example, the childminder uses a book to help children to identify and talk about their emotions. This helps children to manage their own emotions and respond empathetically to others.

- The childminder intends for children to develop their fine and gross motor skills, helping them to gain confidence in their physical abilities. She provides a range of activities, such as using dough to strengthen children's hand muscles and outdoor play with bicycles to improve their coordination. This helps children to demonstrate improved control over their movements and enhanced physical confidence.
- The most able children confidently demonstrate secure knowledge in their learning. However, at times, the childminder does not fully extend their thinking or introduce new concepts. This means that the most able children do not have consistent opportunities to develop more complex levels of understanding and skills.
- The childminder teaches children about diversity, helping them to appreciate and respect differences in people and cultures. For example, she provides books, puzzles and role-play resources that reflect a range of backgrounds and discusses celebrations from different cultures, such as Diwali and Lunar New Year. As a result, children develop an inclusive mindset, an understanding of different traditions and positive attitudes towards others.
- The childminder works in close partnership with parents to support children's learning and development. She shares regular updates through conversations, photos and messages. The childminder encourages parents to contribute to their child's learning, such as discussing experiences from home or extending activities. Children benefit from a consistent approach to their learning.
- The childminder helps children to develop an understanding of the world around them by providing a range of first-hand experiences. She takes children on outings to places such as farms, libraries and local shops, and encourages conversations about their surroundings. For example, the childminder talks with children about seasonal changes during nature walks. Children are curious and develop a deeper awareness of their environment.

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 opportunities for the most able children to extend their learning, explore new ideas and deepen their understanding through more complex thinking and activities.

Setting details

Unique reference number	2697474
Local authority	Rochdale
Inspection number	10372358
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 5
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in the Middleton area of Manchester. The childminder provides care for children all year round, from 7.30am to 5.30pm, Monday to Friday, except for family holidays. She provides government funded childcare.

Information about this inspection

Inspector

Joanne Ryan

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025