

Childminder report

Inspection date: 29 July 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

Children are happy with this friendly and nurturing childminder. The childminder provides a curriculum which helps all children to make good progress. For example, she supports children to learn about quantities and weight as they fill jugs with water in the garden. Children explore the different marks they can make as they press different objects into dough. They learn to count as the childminder explains it helps to point to each object. The childminder has high expectations of children's behaviour. She helps children to learn how to be kind and children try hard to do the right thing.

The childminder supports children's creative development. She provides regular and varied craft activities, where she encourages children to implement their own ideas. Children enjoy dressing up and performing on a small stage. They are keen to show how well they can pretend to be different types of dinosaurs as they stomp around the room, displaying impressive roars.

The childminder teaches children how to use sign language. Children build this vocabulary gradually and use it to support their developing communication skills. They become confident talkers, expressing their ideas, preferences and opinions freely. Children explain how they can keep themselves safe as they play outdoors or use technology at home.

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

- The childminder follows a broad and engaging curriculum. She teaches children about changes in nature through real-life experiences, such as observing caterpillars turn into butterflies. The childminder guides children to strengthen their hand muscles for future writing by making shapes with dough. This supports children to develop the knowledge and skills they need to succeed.
- The childminder encourages children to follow their own interests. For example, when children show an interest in dinosaurs, she uses this to develop their fine motor skills. For instance, children wash the dinosaurs and make flags for their own imaginary dinosaur worlds. This practice ensures that the curriculum is engaging for children.
- Overall, the childminder's communication supports the delivery of her curriculum. However, she does not consistently give children the time they need to process and respond to questions or comments. This prevents children from extending their learning experiences even further.
- The childminder introduces children to a wide range of books. She reads to children engagingly and encourages them to interact with stories. Children enjoy hunting for 'The Gruffalo' in the woods. They independently choose books to share with their friends, acting out favourite parts. This helps children to develop

a love of books and enhances their creativity.

- The childminder ensures that children have lots of opportunities for movement. Children play in the well-resourced garden, enjoying the challenge as they climb the steps of the slide. The childminder takes children for walks and visits to the park each day. She leads children to learn dance moves indoors. As a result, children are physically active throughout the day.
- The childminder praises children's efforts and achievements. She reassures them it is fine to make mistakes sometimes as that is how people learn. The childminder praises children as they confidently share their knowledge, telling them they are 'dinosaur experts' and that they could one day become 'paleontologists'. Children show pride in their achievements, and this promotes their motivation to learn.
- The childminder provides opportunities for children to develop their independence. Children wash their own hands and choose what they would like to do next. They show determination to master new skills as they carefully slice fruit for their snack. This increases children's self-confidence.
- To some extent, the childminder helps children to understand their feelings. She teaches children the vocabulary they need to talk about their emotions. However, the childminder does not always identify when younger children are feeling frustrated. This sometimes prevents the childminder from helping children to manage these difficult feelings in order to help them to remain engaged in their learning.

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:

- give children the time they need to understand comments and think about their responses to questions, in order to extend opportunities for their learning further
- support children to develop an understanding of a range of feelings and emotions to help them to regulate their behaviour and remain engaged in their learning.

Setting details

Unique reference number	2709796
Local authority	Bury
Inspection number	10394727
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	2 to 3
Total number of places	3
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder is based in Radcliffe, Bury and registered in 2023. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds a relevant qualification at level 6. She offers government funded childcare.

Information about this inspection

Inspector

Natalie Myatt

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- 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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