

Childminder report

Inspection date: 15 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 and settled and have good relationships with the childminder. This helps them to feel secure and have the confidence to explore the childminder's home, choosing their own toys and games to play with. Children love to use their imagination as they draw their own car mats and make cakes out of dough. Furthermore, children investigate in the sand and spend time at activities they are interested in. They are in awe when they place bugs under magnifying glasses. Children are excited and shout 'woah!' when they see spiders up close and count their legs. The childminder helps children to practise their mathematical skills throughout play. Children know that shapes can be seen in their environment, such as a wheel being a circle.

Children are taught to be independent. They spread butter on their toast from a young age and enjoy chopping their fruit. Children know that when a banana is green, it is not ready to eat. The childminder helps children to understand healthy eating and learn where food comes from. They grow, pick and cook fruit and vegetables from the childminder's allotment. Children regularly spend time outdoors and in nature. They visit local parks, woodlands and a nearby animal sanctuary. This helps children to enjoy the fresh air and remain active. The childminder is gentle in her approach to children's behaviour and offers them lots of praise and warmth. As a result, children behave well and make good progress. They communicate with confidence and are curious during their play.

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

- The childminder provides children with a plethora of resources and carefully supports children's learning with her teaching skills. However, at times, she asks children too many questions for them to understand or think of an answer. Occasionally, this means children lose interest in the topic as they cannot process the information effectively. Furthermore, it is difficult for the childminder to check children's knowledge in order to help build on this even more.
- The childminder has developed effective relationships with parents. They know what their children enjoy and have achieved, which helps them to continue this at home. However, the childminder has not established good links with other settings that children attend. This means that information about children's needs and interests is not always shared in order to provide a more consistent and complimentary approach to learning.
- Children's learning is closely monitored to ensure they are meeting expected levels of development. The childminder records a summary of children's achievements on the progress check at age two so that information can be shared effectively with parents and other professionals. This helps support children even further, particularly when additional intervention may be required.

- The childminder reflects on her practice and considers aspects she wants to develop to improve outcomes for children further. She ensures she keeps her training up to date in order for her to meet requirements and secure knowledge that keeps children safe.
- Children are taught simple safety skills. When they visit a local bike track, they learn how to cross the road safely and manage their space when riding. Furthermore, children know how to keep themselves safe when it is hot and sunny. They tell the childminder they need sun cream and sun hats on.
- The childminder helps children to develop healthy minds and bodies. They participate in yoga, where they breathe deeply and stretch their bodies. This helps children to remain calm, consider their feelings and strengthen their core. Furthermore, children practise using their smaller muscles. They use tweezers in the sand to pick up small objects and use tools when manipulating dough. This helps to support the hand strength required for early writing.
- The childminder helps children to develop their speaking skills from the start. She uses clear words so that children can hear the correct pronunciation, and she regularly comments on children's play. This helps children to understand conversation, build vocabulary and become confident communicators. The childminder uses sensory activities to encourage children to use descriptive words during play, adding to their sentences. They talk about the lemon-scented dough they play with and the herbs they pick in the garden.

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:

- allow more time for children to think and process questions asked or information taught during play
- develop links with all settings that children attend in order to share information about their needs and interests.

Setting details

Unique reference number	2726193
Local authority	Rochdale
Inspection number	10398513
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 12
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Littleborough, Rochdale. She operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- The inspector and childminder completed a joint observation.
- The childminder and the inspector discussed the provision and the curriculum.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- Children spoke to and engaged with the inspector during the inspection.
- The inspector took account of written testimonials from parents.
- The inspector looked at relevant documentation, such as the paediatric first-aid and safeguarding certificates.

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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