

Childminder report

Inspection date:

5 September 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 supports children to feel happy and emotionally secure in her care. She is warm, kind and caring towards children. The childminder offers children praise and encouragement to help build their confidence and self-esteem. The childminder provides opportunities for children to show empathy as they take care of the dolls. Children feel valued and learn to care for others. The childminder develops children's physical well-being. Children are able to peel their own fruit, use knives safely and play on climbing frames. Children gain confidence in using their physical skills to do things for themselves.

The childminder provides a curriculum that is responsive to children's interests. She uses real-life experiences, such as taking children shopping and on bus trips, to extend their knowledge and understanding. Children participate in a good range of experiences. The childminder helps children to develop positive attitudes to their learning. She encourages children to use their imaginations and to explore a range of different materials. Children enjoy participating in kitchen role-play scenarios and undertaking painting activities. They express themselves through the experiences they engage in and explore their own ideas.

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

- The childminder supports children who speak English as an additional language well. She can speak Polish and English and uses both languages in her teaching. The childminder reads stories, holds conversations and names objects in both languages. Children demonstrate good levels of confidence in using both languages.
- The childminder engages in independent research about how to engage children in their learning. She uses the knowledge she gains from her learning to provide children with a wider range of experiences. Children benefit from a breadth of experiences, such as experimenting with adding liquid to baking soda.
- The childminder helps children to develop their communication and language skills. She supports children to develop a love of books and stories. However, the childminder does not fully extend children's understanding during some activities. For example, during painting activities, she does not ask children to predict colour outcomes or describe the properties of shapes. This limits children's ability to think deeply and extend their understanding by making connections with the things they know.
- The childminder provides an effective curriculum to enhance children's physical development. Children engage in sensory play and use a range of tools, such as rollers and paintbrushes. They make small marks by focusing on detail and larger movements by using tools to paint on the fence. Children develop control over the movements they make.

- The childminder assesses children's starting points in development when they first join the setting. She uses her knowledge of their interests and development stages to plan experiences that help them to develop new skills. Children make good progress in their learning and development.
- The childminder supports children's personal, social and emotional development. She provides a structured routine and explains what will happen next so children know what is expected from them. The childminder extends children's understanding of emotions. Children are well prepared for their next stage of education.
- The childminder teaches children about different cultural celebrations and food. She introduces Diwali, Eid and Lunar New Year. Children understand about different cultures. However, the childminder has not planned experiences that teach children about a wide range of differences. There are limited opportunities for children to learn about different disabilities and family structures. This reduces children's understanding of the diverse community they live in.
- Partnerships with parents and carers are good. The childminder shares updates with parents about their children's learning and development. She involves parents in celebrations that take place in the setting. Children benefit from good joined-up relationships between families and the setting.

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:

- extend opportunities for children to develop their understanding and deepen their thinking
- enhance the curriculum to teach children about differences and similarities, including different abilities and family structures.

Setting details

Unique reference number	2730709
Local authority	Rochdale
Inspection number	10399420
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Middleton. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with co-childminders. 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 discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- 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.

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