

Childminder report

Inspection date: 1 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	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

The childminder has invested much time and thought into the design of her curriculum. She has a clear vision of what she wants all children to learn and experience while attending her setting. She is focused on ensuring that children experience a consistent, good-quality education from herself and her assistants. The childminder closely supervises, evaluates and coaches her assistants to help ensure that the curriculum is delivered effectively by all. This helps to promote children's progress as they are immersed in a positive learning culture.

The childminder considers children's emotions to be of utmost importance. She helps children to begin to understand their own feelings and those of others. Children embrace this and show impressive levels of resilience and understanding. Even the youngest children are supportive of their peers, helping one another by sharing resources and calmly waiting to take turns. Children are encouraged to celebrate their differences and similarities. They proudly express the things they love about themselves, such as 'I am important' and 'I am a kind friend.' They beam with smiles as the childminder reinforces this positive self-reflection. Behaviour expectations are high and children rise to meet these expectations without faltering. Children treat others with kindness and respect because they are, in-turn, treated this way by the adults.

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

- Since the last inspection, the childminder has focused on her own continuous professional development and the development of her assistants. She has strengthened her understanding of how young children learn. The childminder is clear on what she wants children to learn. She recognises that children learn through play. The childminder follows children's individual interests and leads and then uses her skills to extend their learning within their chosen focus. She works closely with her assistants to ensure that they also follow these strategies. This means children experience consistent teaching from all adults.
- The childminder and her assistants know children well. They use this knowledge to set challenging and exciting next steps in development for each child. The childminder then considers these goals within her planned activities and the resources on offer for independent play. As children freely access different areas and activities, they experience support from the childminder and the assistants that directly supports their individual targets. This system is working well, as all children are making good progress and thoroughly enjoying their learning experiences at the setting.
- Children are confident communicators. They quickly introduce themselves to the inspector and ask lots of questions. The childminder and her assistants read stories, sing songs and actively help children to understand new words. Children

retain this knowledge. For example, they confidently explain to the inspector, 'A blurb tells us what the story is about and the spine holds all the pages together.' Overall, children are making good progress in their communication and language development. However, the childminder and her assistants do not always model correct pronunciation and grammar for children, which can be confusing as they rapidly learn new words.

- Children feel secure, and they demonstrate this by openly expressing their feelings, offering opinions and making their own choices. They are resilient learners and stay focused at activities for long periods until they hone a new skill. They are welcoming and kind, in part because they follow the lead of the childminder and her assistants. Children show that they feel happy and safe here, which helps them to focus on playing and learning.
- Partnerships with parents are a key element of the provision here. The childminder maintains open communication with all parents as she recognises the importance of working together. The childminder offers resources and support for parents to continue working on their children's next steps in development at home. This consistency helps to promote further progress for children. Parents appreciate this and feel lucky to be able to gain from the childminder's knowledge and understanding.
- Children spend long periods outdoors. They show independence as they navigate the resources available in the garden. They quickly begin to operate different buttons and levers to manipulate a waterfall and whip up some pretend meals in the kitchen. The outdoor area is designed to include all areas of learning. This shows in children's engagement as they confidently use their imaginative skills, count out loud, practise ball skills and create sand castles.

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:

- further support children's growing vocabulary banks by role-modelling the correct pronunciation of words and using correct grammar.

Setting details

Unique reference number	2747411
Local authority	Oldham
Inspection number	10389784
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 4
Total number of places	12
Number of children on roll	11
Date of previous inspection	14 January 2025

Information about this early years setting

The childminder registered 2023 and is based in Oldham, Manchester. She operates term time only from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works with two assistants, one of whom holds a relevant early years qualification at level 3, while the other is unqualified. The childminder holds a relevant early years qualification at level 5. The childminder offers government-funded places for childcare.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure 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 early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector carried out a joint inspection.
- The inspector took time to speak with the childminder's assistants throughout the inspection.

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