

Childminder report

Inspection date: 8 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

Children settle quickly and thrive in this warm, welcoming setting. The childminder builds strong, caring relationships, helping each child feel safe, valued and emotionally secure. She is a positive role model who sets high expectations, treating children with respect and listening to their views. In turn, children mirror this behaviour and treat one another with kindness and respect. When minor disputes occur, the childminder encourages children to resolve them independently, promoting problem-solving and social skills. The childminder consistently reinforces positive behaviour and safety rules, clearly explaining why certain actions, such as standing on the sofa, are unsafe. This helps children understand and follow boundaries.

The childminder supports learning through a rich, play-based curriculum that promotes language, imagination and physical development. She extends vocabulary by introducing new words, such as 'swoop' to describe how a dinosaur flies. Effective questions, such as 'I wonder how', support children to think critically and express their ideas. In addition, the childminder links learning to children's interests and prior experiences, incorporating active games such as hide and seek or dance to help children act out parts of the story. This approach deepens understanding, develops vocabulary and supports expressive communication.

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

- The childminder demonstrates a reflective and proactive approach to improving her provision. She has clear plans to develop outdoor learning that promotes continuous all-weather play, supporting children who prefer to learn outdoors effectively and enhancing their engagement and physical development. Furthermore, she regularly evaluates her practice and pursues targeted professional development, such as communication and language training. This helps her to meet children's individual needs more effectively and support their ongoing progress.
- Parents praise the childminder's strong communication and emotional support. They feel involved in their child's learning, noting improvements in confidence, speech and well-being. The childminder's personalised care and clear updates reassure families and support children's development effectively.
- Children enjoy many trips and outings in the local community and beyond. For example, they go to groups such as 'Boogie Babies', where they make friends with children from other settings and develop their social skills. Furthermore, children learn about similarities and differences. For example, they use mirrors to look at their own and their friends faces, helping them notice how people can look different. This helps children learn about the world around them and prepare them for life in modern Britain.

- Children make good progress in their physical development. The childminder provides regular opportunities for children to strengthen their hand muscles to support early writing, including using tools such as paintbrushes, sticks, and cones during creative and mark-making activities. Outdoor play further enhances children's large muscle development, with children confidently navigating equipment such as stepping stones to improve their balance, coordination and spatial awareness. These experiences support children's growing independence and physical confidence effectively.
- Children enjoy healthy meals together at the table. The childminder supports children to develop skills in early mathematics as she encourages them to count pieces of fruit. Children are also supported to follow good hygiene routines, such as washing their hands after blowing their nose. These experiences help children begin to understand early mathematical concepts and the importance of a healthy lifestyle.
- The childminder knows the children well and builds on their interests effectively during free play. For example, children explore musical instruments using xylophone sticks on different objects. This supports their creativity, curiosity and early understanding of cause and effect. However, the childminder does not consistently plan or adapt group activities, such as story time, to suit all children's developmental needs. At these times, some children become distracted and do not always benefit from the intended learning.
- The childminder encourages children to make choices and decisions, such as where to play and what to play with. However, sometimes, the childminder does not consistently encourage children's independence. For example, at times, she completes tasks such as wiping children's hands after meals instead of letting them have a go themselves. Consequently, children's independence is not always supported.

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:

- review the implementation of group times, in order to best meet the developmental needs of all children so that they can engage fully in the learning opportunity that is provided
- offer children further opportunities to develop their independence by consistently allowing them to carry out more tasks for themselves.

Setting details

Unique reference number	2788522
Local authority	Oldham
Inspection number	10416962
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024 and lives in Oldham, Greater Manchester. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded early years education.

Information about this inspection

Inspector

Kelly Little

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

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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