

Walton, Ann

Unique reference number (URN): 301457

Address: 14 Mayfair Crescent, Failsworth, Manchester, Lancashire, M35 9HY

Type: Childminder

Registered with Ofsted: 18/03/1999

Registers: EYR, CCR, VCR

Registered person: Walton, Ann

Inspection report: 19 November 2025

Exceptional	
Strong standard	
Expected standard	 
Needs attention	 
Urgent improvement	 

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Behaviour, attitudes and establishing routines

Expected standard 

Children behave well and show positive attitudes to their play and interactions. The childminder models calm and respectful behaviour, and children respond by treating one another kindly. Children take turns and share resources. The childminder gives gentle guidance to help children manage small conflicts or frustrations. The childminder gives children praise to support their confidence and reinforce positive behaviour.

Daily routines are well established, helping children to feel secure and to understand what will happen next. The childminder actively supports children to develop early independence, such as tidying away resources, washing their hands and managing simple tasks. Children engage well in the activities available and show growing confidence as they explore their environment.

The childminder maintains a relaxed, supportive atmosphere where children's emotional wellbeing is nurtured through warm, responsive interactions. She works with families to promote the importance of regular attendance and punctuality so that children benefit from consistent routines and opportunities to learn.

Children's welfare and wellbeing

Expected standard 

Children are cared for in an environment where their wellbeing is supported effectively. Warm, responsive relationships help children build trust and feel secure. The childminder meets children's personal care needs and encourages them to develop independence through daily routines, such as washing their hands, accessing their belongings and attempting simple self-care tasks.

Children enjoy opportunities to meet other children at playgroups and go on visits, such as to the zoo. These experiences help them build physical confidence and develop curiosity about the world around them. The childminder promotes healthy choices through discussions at snack time and by offering opportunities for movement and exploration. Children show confidence in expressing their needs and benefit from reassuring interactions that support their emotional development.

The childminder provides a calm, safe environment where children feel they belong. She responds sensitively when children need reassurance and supports them to develop self-

confidence and early social skills. Children enjoy time spent with the childminder and demonstrate strong emotional security.

Needs attention

Achievement

Needs attention 

Children make some progress while in the childminder's care. They are settled, curious and willing to explore, but their progress is not secure. Children's learning is not consistently extended. Some children return to familiar play without being supported to develop new skills or deepen their understanding.

Children gain some communication and language skills. They use familiar words and gestures, yet they are not regularly introduced to new vocabulary or supported to build sentences or connect ideas. This means progress in this key area is not secure.

The childminder notices general changes in children's development, but she does not identify specific gaps or next steps clearly enough. While warm relationships help children feel confident, some children are not as well prepared for their next stage because their learning is not consistently built upon.

Inclusion

Needs attention 

The childminder knows the children well and builds warm, trusting relationships with them. However, she does not yet take consistent or strategic action to reduce barriers to children's learning and wellbeing. Adaptations, reasonable adjustments and changes to routines are made at times, but these are not routinely linked to what children need to learn next. Systems for monitoring children's development are not precise, meaning gaps in learning are not always identified early or addressed effectively.

Partnerships with parents are positive, but information about children's learning and progress is not shared in sufficient detail. Engagement with other professionals is limited, meaning children's support, opportunities and experiences are not shaped by wider expertise.

Urgent improvement

Curriculum and teaching

Urgent improvement 

The childminder does not have a clear plan for what children should learn or how their learning should build over time. Because of this, children do not experience the steady, structured learning they need. The childminder does not use assessment to guide her

teaching, check children's understanding or notice early signs that children are finding things difficult.

The childminder does not recognise the importance of teaching in supporting children's development. Activities are not planned with a clear purpose and are not linked to what children need to learn next. For example, when children show an interest in animals, the childminder names them but does not build on this or introduce new language. Children repeat the same words but do not learn anything new or more challenging. The childminder does not always help children move forward in their learning.

The childminder does demonstrate enough understanding of how young children learn or how to sequence learning in a way that meets children's needs. Limited training in this area means she does not provide the support children need.

Leadership and governance

Urgent improvement 

The childminder has not taken part in relevant training for some time. She has not kept her knowledge of child development or how young children learn up to date. Therefore, the childminder does not support children's learning and development securely.

The childminder does not yet have the knowledge or skills needed to improve the quality of education. She has not fully recognised the weaknesses in how children are taught or how learning is planned. There is little evidence that she reflects on her practice or checks what is working well and what needs to change. The childminder has not worked towards the recommendations identified for improvement at her previous inspection.

The childminder does not have effective systems in place to identify barriers to children's learning. Therefore, she does not always identify gaps in children's development or implement systems to close these promptly.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

Children's learning is not supported by a planned or sequenced curriculum. They rely largely on self-chosen play, and teaching is mostly incidental rather than purposeful. This means children are not consistently guided towards developing the knowledge and skills they need for their next stage of learning. The childminder does not plan what children should learn or consider how learning should build over time, which limits children's progress.

Children experience warmth, security and positive interactions from the childminder. They form trusting relationships with the childminder, helping them feel comfortable and emotionally secure. Children enjoy choosing from familiar toys and activities and move confidently around the space. The childminder models calm, respectful behaviour and supports children as they begin to share, take turns and play alongside others. Praise and encouragement help children feel proud of their efforts.

Children's personal care needs are met, and daily routines help them feel settled. Outings to local playgroups and places of interest, such as the zoo, broaden their experiences and help build their social confidence.

Next steps

To meet the requirements of the Early years foundation stage and Childcare register the provider must take the following actions by the assigned date:

Action	Completion Date
Design and teach a curriculum that covers all areas of learning to give children the knowledge and skills they need for their future.	20/02/2026
Ensure that training and professional development opportunities are more closely focused on strengthening knowledge of effective teaching and children's learning.	20/02/2026

About this inspection

The inspector spoke with the childminder and children during 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.

A quality assurance visit by an additional inspector was carried out at this inspection.

Inspector:

Vicki Brown

About this setting

Unique reference number (URN): 301457

Address:

14 Mayfair Crescent
Failsworth
Manchester
Lancashire
M35 9HY

Type: Childminder

Registration date: 18/03/1999

Registered person: Walton, Ann

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 17:30

Local authority: Oldham

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 19 November 2025

Children numbers

Age range of children at the time of inspection

1 to 9

Total number of places

6

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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