

Childminder report

Inspection date: 13 March 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are welcomed and nurtured in this home-from-home, safe and well-resourced environment. They freely access an abundance of activities that carefully support their interests. The childminder understands what each child needs to learn next. She uses this information in addition to children's interests to provide an effectively sequenced curriculum. The childminder plans a range of interesting opportunities based upon the different seasons and a variety of cultural celebrations. This helps to extend children's understanding of the world around them.

The childminder prioritises children's personal and social development. She is an effective role model who supports children to recognise and manage their emotions well. For example, the childminder talks to children about the feelings they express and helps them to manage any disputes they may have in a gentle manner. This helps children to regulate their feelings well. Sharing, turn-taking and kind gestures are emphasised to children as they play alongside each other. Children are mindful of the impact their behaviour may have on others. They demonstrate kindness and empathy towards their friends. This helps to create a harmonious atmosphere.

Children are gradually prepared for their eventual transition to school. The childminder knows the skills children need to acquire in readiness for the next stage of their learning. From early personal self-help skills to making marks with a range of tools, children develop positive attitudes to their learning. The childminder's high expectations of children help to promote a 'can-do' attitude. Children develop good independence and high levels of confidence.

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

- Children clearly love singing and music. The childminder creates a positive and happy environment to support this. For example, nursery rhymes and weekly music classes are an integral part of the children's learning. As a result, children are able to recite favourite songs and rhymes, creating a happy and joyous atmosphere. This supports the children's communication and language development.
- The childminder completes progress checks and identifies children's next steps in learning. She shares these with parents and gathers information about what their child can do at home. This creates a full picture of each child's abilities and what they need to learn next while taking into account what they enjoy. Parents wholeheartedly appreciate the advice and suggestions the childminder offers. For example, useful advice on toilet training routines is shared. Parents talk about the community interactions their children enjoy and how the childminder is flexible and helpful. Parents feel well supported and informed. This helps to

promote a consistent approach to children's learning and development.

- Overall, children's communication and language development is supported well. The childminder introduces new words while talking with children as they play. She asks questions to help to extend children's learning. However, at times, the childminder does not always give children time to think and demonstrate what they know so that she can precisely build on children's learning. Occasionally, children move swiftly on to new learning without having their knowledge robustly secured.
- The curriculum is enhanced by exploring the local area. Children's learning is enriched with trips to the nearby lake and local playgroups. The childminder provides opportunities that children may otherwise not experience. She carefully considers children's next steps in learning and their interests when planning outings. For example, children attend a much-loved music class alongside other children from the local community. This helps to enhance their communication and language skills and social awareness. The childminder teaches children how to behave and respond in different social situations. Children develop their self-confidence and self-awareness.
- The childminder promotes key events that are celebrated widely. For example, she shares a story about an elephant on Elephant Day. The toy zoo and a craft activity are provided to support the understanding of this theme. That said, on occasion, the childminder does not fully consider how to best organise activities in order to maximise children's engagement. Children sometimes become distracted and do not benefit most from the intended learning offered.
- The childminder targets training on topics that are relevant to her practice and ensures all mandatory training is kept up to date. Furthermore, she prioritises professional development opportunities in order to enhance her own professional skills over time.

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 children time to respond and demonstrate what they know and understand when asking questions so that their learning may be built upon even more precisely
- review the organisation of activities so that all children benefit fully from the intended learning opportunity.

Setting details

Unique reference number	316052
Local authority	Rochdale
Inspection number	10376119
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 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	17 May 2019

Information about this early years setting

The childminder registered in 1988 and lives in Littleborough, near Rochdale. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Susie Mortin

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 to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector observed children during the lunchtime period.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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