

Childminder report

Inspection date:

17 September 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this warm and welcoming home-from-home environment. The childminder places a high priority on creating a culture of respect and ensuring that children feel valued. She provides them with continuous praise and encouragement, resulting in children showing high levels of confidence and self worth. Children are happy, confident and settled. They greet visitors with smiles and show curiosity, engaging openly and enthusiastically. Their willingness to involve unfamiliar adults in their play is a clear sign of emotional security and strong attachment to the childminder.

The childminder is passionately dedicated to her role and takes exceptional care to provide a challenging and ambitious curriculum for all. Children engage deeply with stories such as 'It Was a Cold Dark Night', recalling characters and repeating new vocabulary such as 'hibernation', which broadens their language and understanding of the natural world. Children are then able to recall this during their play and make links to the idea that 'animals sleep for a long time.' The childminder skilfully supports children's emotions through stories, helping them to overcome anxieties and develop emotional understanding. As a result, children make excellent progress in their communication, understanding of the world and emotional well-being. Children feel connected and flourish in this setting. They take turns with toys, help younger peers and care for others. As a result, children learn to be patient and kind. Regular routines help children understand boundaries and expectations. For example, children tidy up before moving to new activities.

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

- Mathematics is woven naturally into everyday routines and play. Children confidently explore shapes and size using mathematical vocabulary such as sphere during their play. They are encouraged to think critically and solve problems through trial and error. For example, children take turns sitting on a chair to determine whether it is too big or too small, developing spatial awareness. Following recent training in 'Musical Maths', the childminder has embedded rhythm, counting and number patterns effectively into daily activities. As a result, children show high levels of engagement and make excellent progress in early mathematics.
- The childminder promotes children's curiosity and sense of wonder effectively through both indoor and outdoor activities. For example, children show excitement about the fairy garden and woodland investigation area. When they notice apples in a story, it leads to a discussion about the apples and pears growing in the garden. The childminder uses these moments to ask thoughtful questions, encouraging children to think deeply and share their ideas. This helps children connect their learning to real-life experiences, such as using the garden

produce for snacks or sharing, while also developing confidence, curiosity and an understanding of nature and healthy living.

- Children show high levels of motivation and independence. They choose their own clothing based on the weather, put on their coats and shoes and express their needs confidently. These daily practices develop resilience, self-help skills and a readiness to learn.
- Support for children with special educational needs and/or disabilities is outstanding. The childminder has completed extensive training and adapted the environment with ramps and low-lying furniture to support children with physical needs. She uses sign language to support communication and draws on advice from professionals to ensure every child can participate and succeed. Families report that children have made rapid progress in speech, mobility and confidence, and they feel the setting 'goes above and beyond' in its inclusive care.
- Cultural awareness is thoughtfully embedded. Children learn about different festivals, explore books such as the children's version of the Quran and engage in discussions about traditions. The setting supports children with English as an additional language using translators and visual resources, ensuring they feel included and valued.
- The childminder's daily plans are unique for each child and include a rich range of learning experiences, both in her home and the local community. The childminder plans regular activities, such as visits to farms, museums and a fire station. These rich experiences contribute to children's understanding of the different people in the community and prepare them for life in modern Britain.
- Children develop a strong understanding of personal safety through well-planned, practical experiences. The childminder teaches children how to stay safe in everyday situations, such as using pelican crossings when walking near roads. Children confidently recall a recent trip to the farm, explaining how they used the crossing safely. They also demonstrate an awareness of risk when using tools, such as scissors, recognising the need to handle them with care. As a result, children develop the knowledge and confidence to keep themselves and others safe.
- The childminder builds strong partnerships with other childminders and local schools to support children's development. Regular communication with the local reception teacher ensures smooth transitions and continuity in learning. As a result, children are exceptionally well prepared for the next stage of their education.
- Partnerships with parents are excellent. The childminder understands that working together with parents is central to ensuring that children's needs are met. She creates an open, informative and honest relationship with parents right from the start. Parents report that they feel extremely well informed about their child's development. Parents report that communication is excellent, and they receive daily updates.
- The childminder is extremely knowledgeable and focuses on ensuring all children are ready for the next stage in their learning. She continually evaluates her practice and monitors children's engagement to ensure that she is providing the highest quality of care and educational opportunities for them. The highly

enthusiastic childminder continues to seek ways to develop her own skills even further. For example, she meets with other childminders to share best practice and plan outings to benefit the children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	316076
Local authority	Rochdale
Inspection number	10398599
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	0 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	31 October 2019

Information about this early years setting

The childminder registered in 1994 and lives in the Littleborough area of Rochdale. The childminder operates 48 weeks a year from 7.30am to 6pm, Monday to Friday. She provides funded early years education for children aged from nine months to four years. The childminder holds early years professional status, and her co-childminder has an appropriate qualification at level 3.

Information about this inspection

Inspector
Mehvish Arif

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.
- Parents shared their views of the setting with the inspector.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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