

Childminder report

Inspection date: 7 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

There is a kind and nurturing atmosphere at this cosy home-from-home childminder's. The childminder greets children and families warmly when they arrive in the morning. Children separate confidently from their parents and dash inside to play with their friends, chattering excitedly about the toys on offer. This shows that they feel safe and secure.

The childminder has a keen focus on developing children's communication and language. Children cuddle up to the childminder as she reads the story of 'Jack and the Beanstalk'. The childminder reads the book in an engaging way and the children listen intently to the familiar story, joining in with some of the words and predicting what will happen next. The childminder asks lots of interesting questions as she reads the story. The children are eager and confident to discuss what they can see in the pictures and to talk about whether they could manage to climb a giant beanstalk. At the end of the story, the children have enjoyed it so much that they ask for it to be read again. These positive interactions support children well to develop their vocabulary and promote an early love of books.

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

- The childminder has established a curriculum that is ambitious for all children. She knows the children very well and assesses the children's skills and development on an ongoing basis and formally throughout the year. She then plans activities and experiences that build on children's progress and help them move towards their next steps.
- Overall, the environment is organised, clean and suitable for children to play in. Children choose from toys which the childminder has selected for them, taking account of their interests. However, the environment does not support children to access other toys or provoke them to consider what else they might play with in order to develop their play. This does not fully extend children's learning opportunities.
- The childminder plans interesting activities to support all children to make progress. Inside, children enjoy playing with small, coloured bears and sorting them onto coloured plates. They play with a model beanstalk and characters from the story of 'Jack and the Beanstalk'. The childminder plans and sets up activities outside, but does not always give children the opportunity to choose to play outside with these activities. At these times, children can become frustrated, and learning is not fully secure.
- Children's physical skills are developed well. For example, they have lots of fun during a play dough activity. The childminder encourages the children to roll and shape the dough using rolling pins and their hands. Children try hard as they push the dough into a mould to make teddies or into long strings. They proudly

show off their achievements, saying, 'Look! I've made spaghetti.' This helps to develop the muscles in their hands in preparation for early writing.

- The childminder supports children to develop their self-care skills effectively. Children wash their hands before eating a snack and understand that this is so they do not catch germs and become unwell. Children concentrate hard as they are encouraged to spread butter on their own toast. These activities enable children to develop their independence and self-confidence skills well.
- The childminder regularly takes children to toddler groups and play gyms. This gives children opportunities to interact and play in larger groups. Children develop their social skills and confidence in less familiar settings, safe in the knowledge that the childminder is close at hand. This prepares children well for the next stage in their learning journey, such as starting school.
- Children enjoy exploring the community around them. They excitedly talk about going on a walk to a nearby pond, where they saw some 'grumpy geese'. They explore local woods and collect sticks and other natural objects. These activities support children to develop their physical skills and an appreciation of the natural world around them.
- The childminder keeps up to date with mandatory training, such as safeguarding and paediatric first aid. However, she does not routinely identify and use other professional development opportunities to extend her skills and knowledge to enhance the quality of her teaching.

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:

- create more opportunities within the learning environment for children to make independent choices about their play, to fully extend their learning
- increase opportunities for children to access the curriculum in the outdoors, so that children who prefer to learn outdoors are consistently supported
- plan for ongoing professional development, beyond statutory training, to develop skills and strengthen practice even more.

Setting details

Unique reference number	316146
Local authority	Rochdale
Inspection number	10398524
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	28 October 2019

Information about this early years setting

The childminder registered in 2000. She lives in the Middleton area of Rochdale, Greater Manchester. The childminding setting operates from 7.30am to 5.30pm on weekdays, during term time only. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Gower-Jones

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- 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.

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