

Childminder report

Inspection date: 5 March 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	Good

What is it like to attend this early years setting?

The provision is outstanding

Children feel extremely happy and secure with this passionate and dedicated childminder. Young children demonstrate high levels of independence by clearing the table after lunch unprompted and selecting the books they need to find out information. Children are empowered by the freedom to make their own decisions enabled by the abundant learning experiences the childminder offers. Children are constantly engaged in purposeful activity, which contributes to a harmonious learning environment.

The curriculum the childminder provides to support behaviour is outstanding. Children use a broad vocabulary to describe their feelings and employ a wide range of strategies to manage their difficult emotions. They are exceptionally kind to each other. They encourage each other to keep trying during competitive games, showing high levels of empathy and self-control.

Children's individual strengths are thoroughly celebrated. Each child knows what makes them special and is keen to share their talents, such as skills learned in weekly dance classes. The childminder supports children to recognise and celebrate what makes each person unique. For example, children confidently use sign language and are eager to explain how blind people use Braille.

The childminder uses her extensive experience to implement a wide-ranging curriculum individually tailored to each child's needs. Children make rapid progress and demonstrate an impressive depth of knowledge and broad range of skills. The childminder's approach to supporting children with additional needs is exemplary. She holds very high ambitions for all children and, in turn, children show exceptionally positive attitudes to learning.

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

- The childminder delivers a broad and highly engaging curriculum through meaningful learning experiences. To give one example, children learn a wide range of skills as they prepare for Mother's Day. They learn about the world by taking the bus to the garden centre to buy flower seeds. They experiment with mark making and colour mixing as they paint pots to plant the flowers in. They practise fine motor skills as they learn how to butter toast to make a special breakfast. As a result, all children make excellent progress and thoroughly enjoy learning.
- The childminder designs sequenced learning experiences that help children remember knowledge and embed skills. As a former chef, she repeats recipes each week until children master a certain skill, such as slicing a tomato, before moving on to the next skill. She encourages children to recall learning and past

experiences through skilfully phrased comments. Children remember and make links in what they learn to accumulate a very wide range of knowledge and skills.

- The childminder provides exceptionally high-quality support for speech and communication in well-embedded routines. Children excitedly anticipate activities such as reading the story of the week and a 'what's in the bag?' song time. Children repeat the ambitious vocabulary modelled by the childminder, using words such as 'budgerigar' and 'parakeet' as they share picture books and, later, use the words in other contexts. Children speak with burgeoning confidence and are able to communicate very effectively.
- The childminder uses her thorough assessments to make effective plans for teaching. She expertly monitors children's learning and rapidly closes any gaps identified with highly focused plans.
- The childminder's caring, supportive approach ensures children are not afraid to make mistakes. Children repeat the childminder's words, 'We'll get there together.' Children try their hardest and have very positive attitudes to learning.
- Children are prepared incredibly well for school. The childminder takes a methodical approach to building up the daily contact children have with their new teacher, identifying the skills they need to master and ensuring children feel confident about the transition. The childminder learns about the routines and systems schools use, such as phonics programmes, and ensures her own teaching complements these techniques. As a result, children feel very confident and well-prepared for a successful start to school.
- The childminder expertly involves parents in their child's learning. She regularly consults parents on children's progress and seeks their input on children's changing interests. The childminder provides kits for individual children to develop the skills they need to practise at home. For example, children play a blowing game to practise mouth movements needed for clear speech. Older children work towards certificates with their family as they learn about keeping themselves safe online. Parents feel confident to support their children's learning to continue seamlessly at home.

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	316622
Local authority	Bury
Inspection number	10372478
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	2 to 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	23 April 2019

Information about this early years setting

The childminder registered in 1993 and lives in Radcliffe. Her provision operates all year round, from 6.45am until 5.45pm, from Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie Myatt

Inspection activities

- 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.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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