

Childminder report

Inspection date: 23 January 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	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

The childminder provides a language-rich curriculum that supports all children to develop good communication skills. She uses every opportunity to engage children in conversations, which promotes their thinking skills. In addition, the childminder helps children to make connections between objects and language. For example, when children pick up a toy animal, they say it is a 'snow bear'. With a kind tone, the childminder responds with the correct vocabulary to explain it is a polar bear. The childminder understands the importance of modelling the correct vocabulary and pronunciation of sounds to support children's language development. Together, they use descriptive vocabulary to explain what a polar bear looks like and where it lives. Furthermore, children are introduced to new vocabulary and its meaning, such as 'arctic', 'blubber' and 'melt'. Children show positive attitudes to their learning and recall the new vocabulary in their play. They make very good progress in their communication and language development.

The experienced childminder provides a warm and homely environment. She builds strong relationships with children. Consequently, children feel happy and safe. The childminder sets high expectations for all children. She encourages children to take responsibility for small tasks, such as tidying up and helping to set up the planned activities. The childminder offers an abundance of praise to recognise children's achievements. This immediately boosts children's self-esteem and motivates their learning. The childminder is a positive role model. She supports children to understand the concept of sharing. For instance, the childminder models how to share the bricks equally during play. Children listen carefully and share the bricks together. Children are developing kind and respectful attitudes towards each other.

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

- The childminder understands the skills she intends for children to learn. Overall, the childminder implements the curriculum well. However, on occasion, she is not always consistent in building on what younger children know and can do. For example, at times, the childminder attempts to implement too much during planned activities. Although this builds on older children's next steps in learning and engagement succinctly, younger children begin to lose focus. During these times, their learning is not fully enhanced.
- The childminder introduces mathematical language in children's play. She models the words of size and numbers. For example, as children independently build a car using bricks, the childminder models vocabulary such as 'more' and 'less'. She encourages children to count objects. Children excitedly respond with 'four' as they point and count the wheels on the car. These opportunities help to build on children's emerging mathematical skills.
- The childminder provides children with a range of trips to enrich children's

experiences. She takes children on weekly trips to the 'secret garden' that provides a forest school approach to her setting. This helps children to develop a love of nature. In addition, the childminder networks with other childminders to give children opportunities to play in larger groups. These experiences help to develop children's confidence and social skills within the local community.

- The childminder attends training to develop her practice and networks with local childminders to share ideas. She has attended training on supporting children's communication and language needs. As a result, the childminder recognises gaps in children's communication and language development quickly and provides swift interventions. When required, the childminder shares information with parents and gains support from outside professionals. This approach helps to ensure that children make good progress and any gaps in learning quickly close.
- The childminder has created a curriculum that supports children to be independent learners. Children demonstrate excellent independence skills that they will need for the future. For example, children confidently peel bananas and spread butter on their toast at snack time. Additionally, the childminder implements good hygiene practices and encourages children to wash their own hands. This contributes to children's overall health and well-being.
- Partnerships with parents are strong. Parents speak highly of the childminder and the inclusive care she provides. The childminder works closely with parents and regularly shares children's assessments and next steps in learning. In addition, she shares advice on topics such as weaning, toileting and how to extend learning at home. This helps to ensure that children receive continuity of care between home and the setting.
- Children show good levels of engagement. They work together and use their problem-solving skills to explore how to break the animals out of the ice. The childminder supports older children to test out their ideas by using tools and warm water. Children are curious learners who display wonderful attitudes to their learning.

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:

- strengthen the implementation of the curriculum to consistently build on what younger children know and can do and further support their engagement.

Setting details

Unique reference number	501122
Local authority	Rochdale
Inspection number	10379060
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	6
Date of previous inspection	11 October 2019

Information about this early years setting

The childminder registered in 2000 and lives in the Heywood area of Rochdale. She operates all year round from 7am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded education for children aged two, three and four years.

Information about this inspection

Inspector
Danielle Kelly

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 observed the interactions between the childminder and the children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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