

Childminder report

Inspection date: 11 July 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's laughter fills the air in this friendly, welcoming setting. They play happily together and form strong relationships with their friends. For example, children take turns in filling their buckets with water at the tap to fill up the sandpit. The childminder creates a relaxed environment with a broad curriculum that supports all children to flourish and develop well. Children have high levels of self-esteem and are extremely confident. The childminder gives a high priority to children's personal, social and emotional well-being. She provides plenty of love and cuddles when children are occasionally unsettled on arrival. Children have very strong bonds with the childminder as her nurturing and calm nature helps them to feel safe and secure.

Children demonstrate high levels of energy and excitement as they enter the well-resourced setting. The childminder provides a welcoming environment that ensures children are happy and learn through play. This is reflected in children's smiles and giggles. The childminder is a good role model, promoting positive attitudes towards children's play and learning. She supports children to understand her expectations and follow instructions. The childminder offers frequent praise for children's good manners and efforts throughout their day. As a result, children listen carefully to the childminder's instructions and behave well.

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

- The childminder actively promotes children's independence from an early age. She gives each child the time they need, ensuring that she meets their care needs effectively. The childminder promotes hygiene practices. Children develop good self-help skills. For example, they learn to wash their hands and use the toilet independently.
- Overall, children have positive attitudes to their learning. They benefit from a broad and balanced curriculum, which is designed to build on what children know and can do, while taking account of their interests. However, the childminder does not consistently adapt her teaching practice to support the individual skills and capabilities of children during adult-led group activities.
- The childminder teaches children about differences and similarities. She enriches children's learning by promoting cultural awareness. The childminder does this through meaningful and hands-on experiences that connect children with their local community and the wider world. For example, the childminder takes children to museums, parks and the library. Children explore different cultures and traditions in fun and meaningful ways that build their social awareness and curiosity. They are confident individuals who have a deep understanding of the diverse community they belong to.
- The childminder supports children to develop healthy lifestyles. She works with

parents and carers to offer advice and guidance to support children's healthy eating and good oral health. The childminder provides healthy and nutritious meals and snacks. She explains to children how food is nutritious for their bodies and helps them to grow. This contributes to children's health and well-being.

- The childminder supports children's language development very well. She provides consistent opportunities for children to learn new words. For example, the childminder asks children to drink their water to stay 'hydrated' in the 'hot sunshine'. Children engage with stories and songs as she skilfully uses books to enhance children's vocabulary, conversational language and thinking skills as children predict the story's outcome. Children also enjoy practising more challenging words, such as 'excavator', as they read.
- The daily routines are well organised and promote children's physical health and well-being effectively. For example, children have daily opportunities to play in the outdoor area. They visit local parks and play centres, which enables children to access more physically challenging equipment to help develop their big muscles. The childminder uses these experiences to build up children's confidence, balance and coordination, supporting their physical development and fitness.
- The childminder has good partnerships with parents. She has regular discussions with the parents to update them on their children's progress. Parents speak highly of the childminder and say they are 'beyond happy' with the activities she provides. The childminder and parents also work together to support children through big milestones, such as toilet training. This ensures that there is a consistent approach to children's learning.
- The childminder has a positive approach to her own professional development. She completes training to enhance her skills and the curriculum delivery. The childminder is dedicated to providing good-quality care and learning for children. She is highly reflective of her own practice and strives to continually improve her skills to the highest level.

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 planning and implementation of adult-led activities to focus more precisely on individual children's next steps in learning.

Setting details

Unique reference number	503216
Local authority	Rochdale
Inspection number	10388448
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	11 July 2019

Information about this early years setting

The childminder registered in 2001 and lives in Middleton. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides government-funded childcare.

Information about this inspection

Inspector

Nicky Martin

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector observed the interactions between the childminder and the children.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on the children's learning.

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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