

Childminder report

Inspection date:

24 September 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 consistently promotes children's independence. She encourages children to find their wellington boots and wetsuits before playing outside. Children have a go at putting them on themselves. They chop their own fruit, tidy up and pour their own drinks. Children enjoy taking responsibility and completing jobs for themselves, as well as helping others.

Children enjoy a range of healthy food and snacks. The childminder encourages children to sit together at mealtimes, where they chat with each other. Older children help younger children to find their bottles and put their bibs on. The childminder provides children with a varied diet and helps them to understand the benefits of staying fit and healthy. She gives children regular praise during their play. Children are proud to tell the childminder when they achieve a task and show high levels of self-esteem. Children are confident and happy. They are secure with the childminder and their friends.

Children are confident communicators. The childminder knows how to support children's speaking and understanding skills well, particularly if she identifies gaps in their development. The childminder knows where to go if she feels children need additional support and intervention to help their development to continue. Older children love listening to stories and joining in with the parts they know. The childminder carefully asks them to think about what happens in the book and encourages them to repeat new words back to her. This supports children's understanding of literacy and speaking skills.

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

- The childminder provides a range of resources for children to engage with and teaches a broad curriculum. She supports older children to focus and develop the skills expected for their age and stage of development. However, sometimes, the childminder does not swiftly adapt her teaching or resources on offer to help younger children to engage as quickly and develop the skills expected for their stage.
- Children practise their mathematical skills during their play. They stack towers and compare which is 'taller'. Furthermore, children count each bottle as they build with the childminder. She encourages them to take away and add items to stretch their skills further. Children count the pancakes they make in the dough and think about how many more they will need to make 'five'. This encourages children's problem-solving and thinking skills.
- The childminder reminds children to use manners and follow instructions well. Children tidy up their toys throughout the day and learn why keeping the floor clear keeps them safe from falling over. Children behave well. The environment

is calm and happy for children to learn and engage in.

- The childminder knows children well and monitors their development from the start. This helps the childminder to ensure that children do not fall behind in any areas of their learning. Furthermore, the childminder supports parents and carers to engage in strategies that help their children to make good progress at home.
- Parents are happy with the communication they receive. The childminder keeps them up to date with information about what their children are learning. Parents comment on the range of activities their children enjoy, which helps to broaden their learning experiences. Parents know their children are safe and supported during their care with the childminder.
- The childminder works hard to increase her knowledge and skills and maintain required training. This helps her to provide good-quality care and education for children. The childminder knows where she wishes to continue to develop to improve outcomes for children even further.
- The childminder knows how to support children who are disadvantaged or with special educational needs and/or disabilities. She knows how to access support and where to refer children to when they need intervention. Furthermore, the childminder uses funding appropriately and thinks carefully about what children need the most to continue to develop progressively.
- The childminder embeds a range of opportunities for children to experience and learn to accept diversity. Children attend church sessions, learn about different cultural festivals and visit local towns where they can see traditions from other countries. For example, at Lunar New Year, the childminder takes children on a visit to view lanterns, hear Chinese music and taste new foods. This helps children to broaden their awareness of people's differences in the wider world.
- Children attend a range of social groups within the community, where they can socialise with others and gain a range of new skills. They enjoy singing and music groups. Here, the childminder encourages children to make new friends and learn how to concentrate and follow instructions. This helps children to prepare for their move on to school.

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:

- adapt teaching and experiences more consistently to support all children's learning needs and stages in development during their play.

Setting details

Unique reference number	EY365515
Local authority	Rochdale
Inspection number	10398382
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	17 October 2019

Information about this early years setting

The childminder registered in 2008 and lives in the Heywood area of Rochdale. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds an appropriate early years qualification at level 3. She occasionally works with an assistant. The childminder provides government funded childcare for children aged from nine months.

Information about this inspection

Inspector

Rachel Waterhouse

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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector through written testimonials.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.

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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