

Childminder report

Inspection date: 4 August 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children show they are happy, settled and confident in this setting. They engage enthusiastically in their play and move independently within the environment. The childminder creates a calm, relaxed and home-from-home atmosphere with ease. Children confidently navigate their day with resilience. They consistently demonstrate positive behaviours. Children share, negotiate and show consideration for others during their play. The childminder sets high expectations. She gently reinforces boundaries and follows a daily routine. As a result, children feel secure and develop a strong sense of belonging.

The childminder promotes an ambitious curriculum for all children. She thoughtfully organises the environment to offer diverse learning opportunities to support children's development across all areas. The childminder carefully plans exciting activities with clear learning aims. For example, she encourages children to develop their scissor skills as they carefully cut around pictures of their favourite fruits. They add these to a collage of a fruit basket. Children engage meaningfully and purposefully. All children make good progress in their learning.

The childminder encourages children to be independent and take an active part in their own self-care. Children know how to take themselves to the toilet, wash their hands and feed themselves. They are keen to brush their teeth. The childminder helps them to learn about staying healthy and safe.

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

- The childminder gathers relevant information, including about any health care needs children may have and what they already know and can do. She uses this information to plan effectively for children's learning and development. This comprehensive approach enables the childminder to plan appropriately from each child's individual starting points. Children are well prepared for their next stage in learning.
- The childminder manages children's behaviour effectively. She recognises when they are becoming distracted or unsettled. The childminder responds promptly by offering purposeful tasks to redirect their attention in a positive way. For example, she encourages children to help set up the table at lunchtime. This approach helps children to understand what is expected of them. It also promotes a sense of pride and achievement as children complete tasks successfully.
- The curriculum for physical development is carefully sequenced to support children to develop the skills needed for their transition to school. For instance, the childminder has created packs to focus on children's pre-writing and fine motor skills. At snack time, children develop strength in their hand muscles, such

as by peeling and chopping fruit. They have conversations about lunchtime routines to help them to anticipate what to expect. These experiences collectively prepare children for school life.

- The childminder values and actively engages in back-and-forth conversations with children. This supports children to become confident communicators. However, at times, the childminder does not use questioning techniques effectively to allow children to think for themselves and to solve problems. This limits opportunities for children to expand their language and understanding.
- The childminder is reflective in her practice. She consistently seeks opportunities to enhance outcomes for children. In addition to completing mandatory training, such as paediatric first aid and safeguarding, the childminder actively engages in a variety of professional development opportunities. For example, she has recently undertaken training focused on supporting story time and enhancing mathematical learning within the setting. This enables the childminder to strengthen the support she provides for children's learning and development.
- Mathematics is embedded within daily activities. The childminder incorporates counting and mathematical language into activities. She uses puzzles to encourage children's counting and sorting skills. The childminder teaches children about size, shape and quantity. Children develop good early mathematical skills and begin to use mathematical language during their exploration and play.
- Children develop knowledge about healthy lifestyles. They learn about the importance of sleep and exercise. Children learn the nutritional value of foods and begin to make healthy food choices. The childminder builds on these experiences by taking children on visits to the local garden centre. Children are able to explore the different fruit trees and plants. The childminder uses these experiences to help to deepen children's understanding of where food comes from.

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 delivery of the curriculum for communication and language to support children to express their thoughts and ideas further.

Setting details

Unique reference number	EY414629
Local authority	Bury
Inspection number	10378878
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	5
Date of previous inspection	1 November 2024

Information about this early years setting

The childminder registered in 2010 and lives in Ramsbottom, Bury. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 qualification in childcare. She provides government funded childcare.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- The inspector observed the implementation of the curriculum during activities and assessed the impact on children's learning.
- The inspector read feedback from 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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