

Childminder report

Inspection date: 6 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are very confident, independent and settled in the childminder's home. They explore and enjoy activities that they choose. The childminder joins them in their play and uses her good teaching skills to support problem-solving. For example, children think about how to build houses from magnetic bricks and work out how to create opening doorways, discussing a range of shapes. The childminder helps children develop a love for books and songs. She encourages children to think about rhyming words in stories and learn that they sound the same. Literacy is consistently supported through reading and conversations.

From the start, children are taught to be kind and form friendships. Children show high levels of self-esteem. They enjoy seeking cuddles and receiving praise for their achievements. The childminder reinforces how to be gentle and caring. For instance, when sharing objects, she models to children how to pass items to each other and not to throw. Children play beautifully with their peers. They join hands and sing songs. Children giggle as they play games and take turns together. They are very happy and content in their play and with the childminder.

The childminder gives children opportunities to socialise with others, which helps their personal, social and emotional skills. They practise making friends and gain the confidence they need to thrive in larger groups of people, such as when they start school. The childminder knows what skills are required for when children move on to their future education. She helps children achieve these goals and supports a smooth transition.

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

- The childminder regularly tracks children's learning and addresses any gaps in their development swiftly. She recognises the importance of assessment and how it is used. The childminder completes the required progress check at age two. However, when sharing information with parents, she does not always use consistent methods to include clear next steps in learning in order for parents to be able to continue learning effectively at home.
- Children enjoy the wide range of resources and experiences the childminder offers. Overall, they remain engaged in tasks they enjoy. However, the childminder does not consistently tailor her teaching of the curriculum to meet all children's unique needs. This means she does not always build on what children already know and can do. Occasionally, children wander away from activities they do not yet understand or that they do not find ambitious enough.
- Children are confident communicators. They use their words and sounds to express their needs and tell stories during play. The childminder talks to children throughout activities and models a range of words and language for them to

repeat and learn.

- Children know how to keep safe and healthy. When outside, children say they need hats and cream on when the sun comes out. Additionally, children know not to drink bubbles and confidently wash their hands when they get dirty. Children enjoy healthy home-cooked meals and snacks and talk about their muscles becoming strong. They enjoy a range of physical activities, which helps children stay active and builds their core strength from an early age.
- The childminder reflects on her skills with children and thinks about how they respond to the activities provided. Overall, she can identify what she needs to do to ensure children keep learning and knows what they need to work on next in order to keep them engaged. The childminder ensures her required training is up to date to ensure she can maintain effective and safe skills within her setting.
- The childminder builds positive relationships with parents. She keeps parents up to date with key information and children's routines in the setting. Parents leave positive feedback about their children's progress and increased confidence while being in the childminder's care.
- Children use mathematical skills during their play. They count the legs and spots on a ladybird they find in the garden. Children talk about how old they are, identifying numbers. Additionally, they count the knuckles on theirs and the doll's hands and compare sizes. The childminder embeds a range of mathematical concepts within the activities she provides to help children broaden their skills.

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 systems for sharing information with parents so that they are aware of children's next steps in learning to help guide them when supporting children's learning at home
- tailor the curriculum even more precisely to support all children's emerging next steps in learning, building on their abilities during play.

Setting details

Unique reference number	EY419844
Local authority	Bury
Inspection number	10398340
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 5
Total number of places	0
Number of children on roll	5
Date of previous inspection	16 October 2019

Information about this early years setting

The childminder registered in 2011 and lives in the Tottington area of Bury. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an early years qualification at level 3.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- The inspector and childminder completed a joint observation.
- The childminder and the inspector discussed the provision and the curriculum on a learning walk.
- The inspector took account of written testimonials from parents.
- Children spoke to and engaged with the inspector during the inspection.
- The inspector looked at relevant documentation, such as the paediatric first-aid and safeguarding certificates.
- The inspector observed the quality of teaching and assessed the impact this has on 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.

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