

Childminder report

Inspection date: 10 March 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 settle well and enjoy their time in this homely environment. The childminder gets to know the children well, forming nurturing bonds. This helps children to feel safe and secure. Children explore an inviting environment that allows them to make choices in their play and learning. For instance, children develop their imaginations as they make different models with the play dough. The attentive childminder is always close by to support and extend their learning.

The childminder plans her curriculum well and understands how children develop. She encourages them to be independent. Children understand the need to wash their hands before eating and do so by themselves. Children enjoy preparing their food, confidently cutting up their apple and banana into pieces. Older children use the term 'half' once their fruit is cut, demonstrating their mathematical awareness. Younger children develop their hand-eye coordination as the childminder gently guides them in using a safety knife.

Children behave well and begin to build relationships with their peers. The childminder helps children learn how to play alongside others and develop friendships. She is a good role model and is calm in her approach in helping children to understand turn-taking and sharing resources with their friends. They engage and focus on their chosen activities and seek their friends to join them. Children offer toys and equipment to others and invite them to join their play.

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

- The childminder knows the children well. She observes children's play and identifies their interests and levels of development. She uses this information to plan and provide an interesting curriculum that builds on what children already know and can do. Overall, planned activities appropriately support children's next steps in learning. However, occasionally some activities are not precisely matched to children's current stage of development, resulting in these children losing interest.
- The childminder assesses children's development promptly when they first start. She seeks the knowledge that parents have about their children's learning. This enables her to quickly determine what children already know so she can build on this without delay. However, the childminder has not yet found successful ways of sharing care and learning information between herself and any other setting that children attend.
- Children have the opportunity for lots of outdoor physical exercise. The childminder helps children's physical development by organising various outdoor activities. She plans regular walks in the local community and to the park. Children have access to a garden at the childminder's home. The childminder

gives clear messages to the children that exercise is an important part of their physical health and well-being.

- The childminder makes good use of local resources to extend children's learning. Children enjoy frequent outings in the local community. The childminder organises regular visits for storytelling and children participate in arts and craft and music groups. Children learn how to behave well and develop their social skills as they interact with others.
- The childminder reflects on her practice and updates her knowledge regularly. She has attended speech and language training and puts into practice what she has learned. For example, the childminder engages in meaningful two-way conversations and provides a narrative on what children are doing. She repeats the words children say so that they can hear the correct pronunciation and introduces new words as they play. This supports children's developing communication and language skills.
- Children learn about how to keep themselves healthy with a range of activities. For example, they enjoy making ice creams and can identify that this is a treat food and which food is healthy, such as fruits. They discover how to clean their teeth as they play with pretend teeth and toothbrushes. This helps children to build on their knowledge of oral health.
- The childminder engages parents in their children's learning and development. She provides regular updates on children's individual progress and suggests ideas that parents can try at home to further their children's learning. Parents are happy with the care and service provided. They comment that they feel fully informed about their child's day through daily communication and photos that the childminder provides. This supports positive parent partnerships and promotes continuity of learning for children.

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:

- develop the planning of activities for younger children so the intended learning outcome is more appropriate for their abilities
- find ways of communicating with other settings that children attend to share relevant information, to support children's continuity of care and learning.

Setting details

Unique reference number	EY431421
Local authority	Rochdale
Inspection number	10368663
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	8
Date of previous inspection	29 March 2019

Information about this early years setting

The childminder registered in 2011 and lives in Middleton, Manchester. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant. The childminder provides funded early education for eligible children.

Information about this inspection

Inspector

Liz Thomson

Inspection activities

- The childminder shared a range of documentation with the inspector, such as evidence of the childminder's continued professional development and paediatric first-aid qualification.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents shared their views on the setting with the inspector.
- The childminder and inspector had discussions at appropriate times during the inspection.
- 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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