

Childminder report

Inspection date:

3 September 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children receive a wonderful start to their education in this homely and inspiring setting. The childminder is highly skilled and demonstrates a deep understanding of how young children learn and develop. She uses her wealth of knowledge to develop an ambitious and meticulously sequenced curriculum. The childminder gets to know each child's prior experience before they start to attend. This helps to ensure that children's learning needs are superbly met from the outset. The childminder identifies what each child needs to learn next with precision. This depth of knowledge enables the childminder to make a learning opportunity from whatever children choose to engage with. For example, the childminder extends children's learning as she encourages children to count and compare the heights of towers that children make using magnetic blocks.

The childminder puts children at the heart of everything she does. She focuses on ensuring that children develop extremely positive attitudes to learning. Children as young as two years of age are enthusiastic and eager to try out their ideas. They effortlessly make connections in their learning. For example, when rolling dough, children remember that it is easier to roll when it has been warmed between their hands. Children remind each other and share their knowledge and experiences with enthusiasm.

Children demonstrate that they feel safe and secure in the oasis of exploration and learning created by the childminder. The childminder offers an abundance of praise which children find incredibly motivating. She is a superb role model, who makes learning fun. The childminder validates children's emotions and takes time to discuss their feelings. Children are highly skilled in regulating their emotions. They understand the childminder's high expectations and interact well with each other. This contributes to the wonderful harmonious learning environment.

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

- The childminder observes children as they play and assesses the progress that they make accurately. This enables the childminder to identify any emerging gaps in children's learning and development. The implementation of precisely targeted, individual support helps to ensure that gaps are closed, often before outside agency referral is necessary. All children make outstanding progress from their individual starting points.
- The childminder gives high priority to the development of children's communication, social and emotional skills. She immerses children in meaningful conversations. The childminder sensitively introduces key words and encourages children to think of when they may have heard the word before. For example, while making fruit kebabs, the childminder introduced the word skewer. Children

remember times when they have skewered marshmallows at home. Opportunities like this help to extend children's vocabulary. Children become exceptionally confident communicators.

- Children confidently use a range of carefully chosen books to enhance their learning. They understand how some books contain stories and others are used for information. For example, children show an interest in bugs. They independently choose to find books that help them to compare the number of legs that insects have. Children remark that a caterpillar has more legs than a spider. Children develop a love of literacy.
- Children immerse themselves in the exciting activities, competently recalling their existing knowledge and eagerly building on this. For example, they use their mathematical skills as they cut fruit and work out that two halves make a whole. They recall their knowledge of healthy eating as they examine what the caterpillar ate, for example, stating 'fruit and vegetables help us to stay healthy'. Children are curious, confident and eager to learn more.
- Children are incredibly independent for their age. They demonstrate a fierce resolve when trying to do things for themselves. Children are resilient and help each other to solve any problems they may encounter. Furthermore, they are aware of how to keep themselves safe when doing things independently. For example, they recall being taught how to carefully position their fingers while holding a piece of fruit before using children's knives to cut. The childminder supervises their efforts and offers an abundance of praise when children are successful. This builds children's self-esteem and their positive sense of self.
- Children enjoy a wealth of outdoor opportunities and experiences they may not otherwise enjoy. For example, they delight in sharing tales of their adventures at the allotment and how they grow their own vegetables and care for frogs and newts. Opportunities such as these enrich children's experiences tremendously.
- Parents think exceptionally highly of the childminder. They note her 'exceptional care and dedication' and feel that she offers a stimulating learning environment. The childminder's excellent communication enables her to work closely with parents. She shares detailed information about children's development and offers very practical support to parents to help them to build on their child's learning at home.
- The experienced childminder demonstrates a relentless commitment to the continuing development of her childcare service. She completes a wealth of training, carefully using any new knowledge to benefit children. For example, further research and study into enabling environments has resulted in the provision of an environment in which children's learning is fantastically supported.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY434301
Local authority	Bury
Inspection number	10399148
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	0 to 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	21 November 2019

Information about this early years setting

The childminder registered in 2011 and lives in Bury, Greater Manchester. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Denise Farrington

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector during the inspection about what they like to do when they attend.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector took account of the views of parents during the inspection.
- 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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