

Childminder report

Inspection date: 13 February 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

The qualified childminder has a broad experience of working with early years children and a sound knowledge of how children learn. She provides children with a wide variety of learning opportunities within the home. The childminder's aims are to provide a high-quality provision in an environment that is inviting, friendly, caring and safe.

The childminder implements a well-rounded curriculum with clear intentions to prepare children for nursery or school. She focuses on building children's independence, such as with potty training, self-feeding and dressing. The childminder ensures the home and activities are fully inclusive and accessible to all. For example, a well-planned coloured rice activity provides children with opportunities to find hidden shapes and numbers, supporting their mathematical development. Meanwhile, younger children learn the skill of filling and pouring rice into pots using scoops. Children play very well together.

The childminder acts as a positive role model, facilitating turn-taking, helping children to develop essential social skills and build positive relationships with their peers. This helps children to behave well and understand what is expected of them. The childminder encourages and supports children to build on their interests and ideas. For example, she provides a range of arts and crafts for children to develop their creative skills. Children are keen to use the cutters and to make love hearts from play dough for Valentine's Day.

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

- Overall, the childminder supports children's communication development well. She engages them in meaningful conversations, sings songs and plans listening activities. These interactions help children build their communication and language skills. However, during adult-led activities, younger children do not always have the opportunity to hear single words clearly in order to better support their emerging vocabulary.
- The childminder supports children to make good progress in their mathematics development. Children have many opportunities to count, match, compare and recognise numbers. As children count dots, the childminder helps them find the numeral that matches the amount. Later in their play, children complete a rainbow puzzle, recalling the colour name as they find the correct colours and talk about the size of the pieces. They are acquiring early mathematical knowledge in preparation for later learning.
- Physical development and outdoor experiences are a key focus. The childminder organises daily activities, such as trips to local playgroups, parks and soft-play settings. She provides lots of opportunities for children to make connections with

previous learning. During a recent forest school session, the children recall how they went on an adventure to collect sticks to make their very own 'stick man'. This helps children to learn about the world around them and socialise with a wider group of children.

- The childminder encourages children to develop a love of reading. Books are readily available and easily accessible to children. Babies purposely turn pages on the pop-up book and enjoy studying illustrations in familiar books. Older children listen intently to stories, demonstrating high levels of engagement and focus.
- The childminder supports children to learn about what makes them unique. She celebrates children's different backgrounds and experiences. The childminder introduces children to other cultures, faiths and beliefs. This helps children to learn about the wider world around them.
- Children are developing good levels of independence in meeting their own care needs. For example, they wash and dry their hands before eating. They also enjoy wholesome meals and snacks, which helps them to learn about healthy food choices. Children learn about oral health through activities and talking about the dentist. This enhances their awareness of being healthy.
- The childminder uses ongoing observations and assessments to track children's progress and identify what they need to learn next. This ensures that she quickly notices where children need extra help with their learning. She successfully liaises with parents and other professionals to support children as effectively as possible. Children, including those with special educational needs and/or disabilities, make good progress.
- Parents describe the childminder's 'special bond' with children and are happy to leave children in her 'safe and nurturing' care. Parents appreciate the regular feedback on their children's learning, which helps them to continue this at home. They recognise the progress children make through the childminder's guidance. These positive relationships help children to make good progress in their learning.

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:

- focus more precisely on supporting younger children's emerging communication and language skills.

Setting details

Unique reference number	EY438645
Local authority	Rochdale
Inspection number	10368084
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 March 2019

Information about this early years setting

The childminder registered in 2011 and lives in Rochdale, Manchester. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She is eligible to receive funding to provide free early education for children aged from nine months to four years. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Liz Thomson

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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.

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