

Childminder report

Inspection date: 8 May 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder provides a safe and welcoming learning environment for children, who have close, loving bonds with her. Children enjoy exploring the childminder's child-oriented home and going for walks to the local parks. They understand the childminder's well-embedded routines as they become familiar with what will happen next. For example, children know they must tidy the toys away before they have their lunch.

The childminder knows what children know and can do well. She sequences her curriculum to support their next stage of learning. The childminder also invests time in understanding how children learn and what sparks their interest. This helps children make good progress and develop a thirst for learning. For example, the childminder embraces children's love for drawing. She weaves in learning about the parts of the body when they are practising their drawing skills. As a result, children excitedly name different parts of the character's body while gaining early writing skills.

The childminder actively seeks the views of parents and has a strong commitment to building professional working relationships with them. She involves parents in their children's learning journey. The childminder offers ideas to parents to support their children's communication and language skills. This support helps children to become confident communicators.

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

- Children understand the high expectations the childminder has for them. The childminder offers lots of positive praise and encouragement, which boosts children's self-esteem. She gently explains to children why throwing toys may cause them to break. The childminder encourages children to share and take turns. This supports children to learn how to respect each other and the resources they play with.
- Children are making good progress in all areas of learning. However, on occasion, the childminder's learning expectations focus on too many steps that children need to achieve. For example, she encourages children to build on their concentration skills and colour within the lines, alongside learning about shapes and colours. Subsequently, the childminder is not always clear on the precise intention for children's learning. As a result, children sometimes lose interest.
- The childminder places a high regard to her own professional development and is committed to helping children achieve and reach their full potential. She has completed additional training on promoting children's speech and language development so that she can support children who may need additional help effectively. This support helps the childminder to identify emerging gaps in

children's learning at an early stage.

- Children manage their own self-care skills and benefit from good hygiene routines. They declare that using soap 'helps to wash away the germs'. Children also practise their independence skills, such as putting on their coats before going outside and neatly placing their shoes in the hall when they return.
- The childminder has also developed links with local schools to ensure that children have a smooth transition in their next stage of learning.
- There is a strong focus on supporting children's communication and language skills. The childminder assesses speech development to help her identify and close gaps as quickly as possible. She skilfully supports this area of development, for example, by speaking slowly and clearly pronouncing more difficult-sounding words, such as 'purple' and 'hexagon'. As a result, children thoroughly enjoy learning new words in the correct context.
- The childminder promotes children's love of literacy as she regularly takes them to the local library and selects books to read in her home. Children freely select books in the childminder's home and snuggle up with the childminder to listen to their favourite story. This promotes their emotional security.
- Children enjoy healthy nutritional snacks provided by the childminder. She works in partnership with parents and discusses the importance of providing healthy and well-balanced packed lunches. Children practise cleaning their teeth and learn about good oral hygiene with the childminder. This helps them to gain confidence and to regularly clean their teeth at home.
- The childminder uses books and a variety of craft ideas to provide opportunities for children to learn about other cultures, faiths and religions. This helps to support children's understanding of the differences between themselves and others.

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:

- organise activities to more precisely focus on specific next steps identified for children's learning.

Setting details

Unique reference number	2522918
Local authority	Bolton
Inspection number	10402317
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	3 to 12
Total number of places	6
Number of children on roll	5
Date of previous inspection	13 January 2022

Information about this early years setting

The childminder registered in 2019 and lives in Little Lever, Bolton. She operates from Monday to Friday, 6.30am to 7pm, all year round, except for bank holidays and family holidays. The childminder also provides overnight care on request. She holds an early years qualification at level 5 and provides government funded places for childcare.

Information about this inspection

Inspector

Alison Tranby

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- The children spoke to the inspector 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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