

# Childminder report

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Inspection date: 19 April 2024

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

The childminder provides children with a home-from-home environment where they feel safe. She provides children with a broad curriculum, which builds on what they already know and can do. She ensures that activities are carefully matched to children's interests. For example, children cannot contain their excitement while making models of animals out of dough. They giggle with delight while searching for bugs and become enthralled while enacting roles of builders.

The childminder is caring towards children. She embraces them with hugs and praises them for their achievements. Children relish these moments and show high levels of self-confidence. In the main, they behave well and show positive attitudes towards their learning. The childminder supports children to have a go at new experiences. For example, she supports them to complete puzzles. Children show great determination when completing tasks. They beam with delight while sharing their achievements with the childminder.

The childminder helps children to express their individuality through creativity. She provides opportunities for them to paint, draw and dance. Children draw pictures of their families. They talk about different colours and the songs that they like. Children thoroughly enjoy their time at this vibrant setting. They are happy and have a strong sense of belonging.

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

- The childminder aspires to offer an outstanding service. She continually reflects on the quality of her setting. For example, she has redeveloped her outdoor area to better support children's imagination and large-muscle skills. Children show excellent physical dexterity while playing outdoors. They pretend to be superheroes and the atmosphere buzzes with their excitement.
- The childminder provides children with a balanced curriculum. She is aware of the knowledge and skills that children should learn and the order that this should be done. For example, she provides children with challenges, such as obstacles to climb over. This helps to improve children's balance and coordination skills and supports their next steps in learning incredibly well.
- Overall, children behave well. However, on occasion, the childminder lacks the confidence in supporting children to manage their own feelings when they display frustrated behaviours. This means that children are not provided with clear expectations for their behaviour and they do not consistently learn the most effective ways to regulate their own emotions.
- The childminder teaches children incredibly well about similarities and differences. Children relish visits in the local community, where they learn about different cultures and religions. They enjoy tasting different foods and dressing

up in cultural clothes. Children talk about what makes them unique, such as hair and eye colour.

- In the main, the childminder supports children's growing communication and language skills well. For example, she teaches children new vocabulary and listens to them with interest. However, she does not provide children with enough time to think and respond to questions. This means that children's communication and language skills are not supported as well as they could be.
- The childminder supports children's physical development exceptionally well. Children show good levels of perseverance while learning how to climb on apparatus outdoors. They kick balls, play ring games and ride bicycles. Children demonstrate high levels of physical endurance.
- The childminder promotes children's love of reading effectively. She takes children to the library and helps them to select books to read. Children enjoy looking at books with their friends. They talk about the illustrations and point to their favourite characters. Children learn that print carries meaning.
- Partnership working is strong. Parents and carers receive regular updates about their children's time with the childminder. They receive advice on how to support their children's learning at home. Links with the local authority and with external professionals are built on trust and respect.
- The childminder promotes children's independence well. She encourages them to tidy toys away and to take care of their personal belongings. Children put their own shoes on and tend to their own physical needs. They develop the necessary skills in readiness for their eventual move on to school.
- The support in place for children with special educational needs and/or disabilities (SEND) is good. The childminder works closely with parents and external professionals to remove barriers to learning. Children with SEND get off to a flying start with their early education and they make good progress.

## 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 knowledge and skills to support children to manage their own feelings and emotions more effectively
- allow children more time to think and respond to questions, to better support their communication and language skills.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2649005                                                                           |
| <b>Local authority</b>                             | Bolton                                                                            |
| <b>Inspection number</b>                           | 10332996                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2021 and lives in Farnworth, Bolton. She operates Monday to Friday, from 7.30am to 5.30pm, all year around with the exception of bank holidays and family holidays. The childminder holds an early years qualification at level 6.

## Information about this inspection

### Inspector

Luke Heaney

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of documentation on request.
- The inspector took account of the views of parents and carers.
- The inspector carried out a joint observation with the childminder.

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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