

# Childminder report

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Inspection date: 28 January 2025

|                                              |                |
|----------------------------------------------|----------------|
| <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 recognises the importance of building children's confidence and self-esteem. She gives children lots of praise and reassurance throughout their time with her. She comments positively on the things children do well and gives them stickers. Children are growing in confidence and are self-assured. The childminder is bilingual and speaks English and Spanish to the children. Children learn about the world around them and languages that are different to their own. The childminder establishes a curriculum that incorporates children's interests. For example, she uses children's interest in cars to teach them about colour. This extends children's concentration during play.

The childminder assesses the things children are capable of doing when they first start attending her setting. She uses this information well to provide support for children in areas where they need help. The swift interventions help children to make good progress in their learning and development. The childminder thinks carefully about what she wants children to learn and provides them with a good range of experiences. Children particularly enjoy song time and are keen to join in with the activities. Children demonstrate positive attitudes towards their learning.

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

- The childminder has accessed training about how to support children in their communication and language skills. She has used this knowledge to establish a secure curriculum for communication and language. Children choose pictures and describe what they can see, naming animals such as cockerels and geese. Children know the words to songs and sing them confidently. They enjoy looking at books and listening to stories. Children are making good progress in their communication and language skills.
- The childminder has built good relationships with parents. She understands the unique needs of children and their families and works with them individually in ways appropriate to them. The childminder gives parents ideas of how to continue children's learning at home. This helps children to receive a consistent approach to meeting their care and educational needs.
- The childminder knows individual children well. She seeks external feedback from professionals to help her meet children's needs effectively. The childminder considers children's ages, attendance pattern and stage of development when planning experiences for them. This helps children to be ready for their next stage in learning.
- The childminder evaluates her provision and reflects on her professional development activities, which helps her to develop particular aspects of her practice. However, her evaluations do not fully consider how the knowledge she has gained can be fully implemented. This means there are some aspects of her

teaching of the curriculum that need enhancing.

- The childminder has built a good curriculum to extend children's physical skills. Children enjoy playing outdoors on a range of physical equipment. They show control when using bikes and can move their bodies to climb up ladders and go down the slide. Children competently use tools to manipulate dough. Children are able to move with increasing control.
- The childminder generally supports children in interacting with each other and working together. She encourages children to share with each other. However, at times, she does not fully support children to gain more understanding about her expectations, such as the behaviours that are expected from them. On these occasions, children are not fully sure what they should do.
- Children are active in their learning and curious to explore the experiences the childminder provides. Children take pleasure in exploring sand and experimenting with the things they can make. Children are keen to test out their own ideas.
- The childminder supports children to become confident in interacting with people in larger groups. She takes children on regular visits to toddler groups, where they encounter different people. Children are learning about other people in their community.

## 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:**

- extend the use of self-evaluation by using knowledge from professional development activities to identify further areas that can be enhanced to build on the quality of teaching
- enhance the support given to children to help embed their understanding of the expected boundaries more securely.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2688687                                                                           |
| <b>Local authority</b>                             | Bolton                                                                            |
| <b>Inspection number</b>                           | 10368313                                                                          |
| <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> | 2 to 9                                                                            |
| <b>Total number of places</b>                      | 3                                                                                 |
| <b>Number of children on roll</b>                  | 3                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2022 and lives in Bolton, Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides government-funded childcare.

## Information about this inspection

### Inspector

Joanne Ryan

### Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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