

Childminder report

Inspection date: 24 April 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and welcoming home-from-home environment in which children are relaxed and settled. Children form strong and trusting bonds with the childminder. They draw a sense of security and confidence from her presence. Children play well together. Older children welcome younger children into their play. The childminder supports children to recognise and regulate their emotions. She clearly explains when some behaviours are not acceptable and helps children to regulate their emotions. All children understand the childminder's high expectations, demonstrate good manners and behave well.

On the whole, the childminder is clear about what she would like children to learn while attending her setting. Overall, she uses her knowledge of children's next steps and their current interest to provide a unique and enjoyable curriculum. Children enjoy a wide range of activities both indoors and outdoors. They are enthusiastic learners who are willing to try new things. Children make good progress from their individual starting points. Overall, children display positive attitudes toward their learning.

Children demonstrate good independence skills, such as putting on their wellington boots when choosing to play outside. They know how to wash their hands afterwards in preparation for snack. Children understand the importance of eating a healthy diet and eagerly help the childminder to remove the seeds from a melon. This contributes towards children's overall good well-being.

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

- The childminder eagerly joins in children's play. She gives high priority to developing children's communication and language skills. Children know a range of familiar stories and confidently retell them from memory. The childminder uses conversations to introduce new vocabulary. For example, when children recall caring for caterpillars, she reminds them of words such as 'cocoon' and checks their understanding. Opportunities such as these help children to become confident communicators.
- Overall, the childminder knows what children need to learn next. She is eager for all children to do well. However, this sometimes means that the childminder provides activities that are too ambitious for younger children. She does not always precisely consider children's current stage of development. As a result, occasionally, younger children do not engage fully in the learning opportunity.
- The childminder supports children's understanding of mathematical concepts well. She encourages children to count, recognise shapes and use mathematical language, such as more and less, as they play. For example, children sort toy animals into groups and decide which group has the most animals. Children

enjoy joining in number rhymes. Older children are beginning to recognise numbers as they play. Children develop a good understanding of mathematics.

- Children have lots of opportunities for fresh air and physical play in the childminder's garden. They eagerly choose from a wide range of resources and become immersed in play of their own choosing. For example, children make dens and enjoy dressing up. Children enjoy using paintbrushes and water to make marks outdoors. Children are mindful of each other's safety and that of the pet tortoise on the grass in his pen. They develop a wide range of physical skills.
- The childminder provides a range of enriching opportunities that children may otherwise not experience. For example, children observe caterpillars as they grow and finally change into butterflies. They remember the different stages the caterpillar goes through and are very proud to show the butterflies in their care. Children develop a good understanding of the importance of caring for living things.
- Parents speak incredibly highly of the childminder. They value the relationships she develops with their family. The childminder shares information about the activities that children have engaged in and their care routines on a daily basis. That said, she does not routinely share information about each child's next steps in learning with parents, in order to promote a more consistent approach.

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:

- implement consistently the curriculum in a sequential way so that children can build more precisely on their learning
- strengthen the good relationships with parents and share information about children's progress to help promote greater consistency in children's learning.

Setting details

Unique reference number	2698629
Local authority	Bolton
Inspection number	10376602
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	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Bolton. She operates Monday to Friday, from 7am to 5.30pm, and on Saturdays from 8am-5pm, all year round, 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 her early years provision, including the aims and rationale for the curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- 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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