

Childminder report

Inspection date: 18 June 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 and any assistants she works with provide a warm and welcoming home-learning environment. Adults form positive relationships with the children in their care. Children show they feel settled and secure in this calm and loving home.

The childminder has an understanding of what she wants children to learn and builds her curriculum around this. Positive communication is a strength, with excellent back-and-forth interactions between the childminder and children. They engage in social play together for extended periods. For example, they make a pretend breakfast. The childminder extends children's imagination and vocabulary during such play. She asks them to put butter and jam on their imaginary toast, which children readily do.

The childminder encourages children to develop their independence skills. Children explore the home environment and are supported to make choices about what they want to do next. Furthermore, they know the routines and what is expected of them, for example taking off their shoes when inside. Children are supported to use their manners as they consistently hear examples used by the adults. Additionally, adults provide children with continuous praise and encouragement. Children's self-esteem and confidence are increasing.

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

- The childminder has engaged in relevant training to help her improve her knowledge, skills and practice. She reflects on how recent training has helped her to consider how she can further support children to recognise and deal with their feelings and emotions. Additionally, through planned supervision and coaching, she supports any assistants she works with to reflect on their practice. This helps to identify their strengths and set targets for improvement. This enables her to make a positive impact on children's learning.
- The childminder undertakes assessments of children's learning and development. This includes completing the progress check at age two. She shares information with parents and carers and supports them to seek external support when concerns about their children's development are identified. This helps to ensure that children receive the early and specialist help they require.
- The childminder provides a range of adult- and child-led activities to support children's learning and development. However, occasionally, during adult-led activities, the childminder does not adapt her teaching to ensure that younger children remain engaged, benefit from the activities and experience the same learning outcomes as older children.
- The childminder incorporates some mathematics into the daily activities and routines of the setting. For example, she supports children with their counting

and colours as they play. However, their broader mathematical understanding is not as well developed. This is because the childminder does not plan to provide opportunities to develop awareness of other mathematical concepts. This means that children are not consistently developing a strong foundation of mathematical knowledge to support them in their next steps for learning.

- Children's communication and language development is well supported at this setting. For example, when playing with the cars, the childminder extends children's vocabulary further as they learn the words of specific vehicles, such as crane, motorcycle and army tank. Furthermore, children learn what 'hydrated' means as they are reminded to drink more water when the weather is hot. The childminder reads to children, and they point and talk about what they can see in the book. Children are becoming confident communicators.
- Children's personal development is supported well. The childminder ensures that through daily care routines, she provides children with clear and consistent hygiene messages by encouraging them to wash their hands and wipe their noses. Children learn about sun safety as they are reminded to put their sun cream and sun hats on before they go out to play. Children are learning to keep themselves safe.
- The childminder is a good role model. She supports children to take care of the environment and learn good manners. For example, children tidy away their toys, assisted by the childminder. Children say 'please' and 'thank you' in their conversations and know how to ask for help when needed.
- The childminder maintains regular communication with parents regarding their children's learning and development through detailed daily handovers. Parents comment on the support and guidance they have received from the childminder, and how this has helped them to support their children's communication and language development.

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:

- further strengthen the teaching of the curriculum to support individual children's learning and development
- provide children with opportunities to develop their wider mathematical knowledge and skills.

Setting details

Unique reference number	2758586
Local authority	Bolton
Inspection number	10409532
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 15
Total number of places	12
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024 and lives in Bolton. She operates all year round from 8am to 9pm, Monday to Friday and some Saturdays, except for bank holidays and family holidays. She works with some assistants.

Information about this inspection

Inspector
Anita Dunn

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that 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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