

Childminder report

Inspection date:

25 September 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder supports children's emotional well-being. She helps children build their confidence by taking them out to a range of places, such as toddler groups and libraries where they interact in larger groups. Children show good levels of confidence and are self-assured. The childminder promotes children's physical well-being. She takes them on outings to soft play centres and parks. The childminder encourages children to climb and slide, building their strength and coordination. Children enjoy being active and develop good physical skills.

The childminder provides a curriculum that is ambitious for every child. She teaches children about how seasons change by using fruit and vegetables to represent trees and leaves. The childminder talks to children about how colours and textures change in autumn. Children begin to understand how the world changes in different seasons. The childminder encourages children to be curious and explore. She provides natural materials like peppers and apples with paint to help children notice colours and textures. Children show fascination and enjoy investigating the patterns they can make. The childminder promotes positive attitudes to learning. She supports children to engage in imaginative play. Children play with doctor sets and consider whether the baby dolls need medicine or an injection. Children enjoy role play and show motivation to take part in activities.

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

- The childminder supports children who speak English as an additional language effectively. She works with parents to collaboratively extend children's vocabulary. She uses games and songs to develop children's speech. This helps children to gain confidence in using English.
- The childminder reflects on her practice and understands what children are learning. She identifies areas for improvement. For instance, she considers activities she provides for children and how she could enhance mathematical knowledge further, by describing things as 'thin' and 'long'. This helps her plan more purposeful activities in future.
- The childminder provides a good quality education through well planned experiences. She uses books, role play and sensory activities to support children's learning and development across all areas. Children make good progress in their learning and development.
- The childminder gives children good explanations to help extend their understanding. For instance, she explains how the vegetables are dry and paint is wet. The childminder extends children's knowledge of words as she talks about 'pastel colours' and how things are 'squashy'. However, she often asks children questions and answers them herself without giving children enough time to respond. This limits children's opportunities to use their language and

explain their ideas.

- The childminder supports children's personal, social and emotional development effectively. She teaches children to share, take turns and work together. The childminder guides children through disagreements and explains how to share toys. Children build friendships and show good behaviour.
- The childminder teaches children about life in modern Britain. She uses books that show different disabilities and cultural diversity. She talks about festivals, like Diwali and Ramadan. Children learn about differences and show respect for others.
- The childminder undertakes tasks for children that they are capable of doing themselves. She wipes tables, prepares snacks and sets up toys while children wait. The childminder squirts paint onto trays during activities for children. This reduces opportunities for children to develop their independence and limits their ability to practise everyday skills.
- The childminder provides an effective curriculum to enhance children's physical development. Children play on balance bikes, climb equipment at the park and engage in dancing opportunities at play group. Children develop confidence in their physical movements.
- The childminder works in partnership with parents and carers. She shares advice with parents on potty training and speech development. The childminder talks to parents about children's learning and development. Parents feel involved in their children's care and education, and children benefit from consistent support.

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:

- give children enough time to think and respond to questions they are asked, to further extend their communication skills
- provide children with more opportunities to carry out tasks independently.

Setting details

Unique reference number	315541
Local authority	Bolton
Inspection number	10408294
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	2 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	30 January 2020

Information about this early years setting

The childminder registered in 1991. She lives in the Smithills area of Bolton. The childminder operates from 8.30am to 5.30pm, Monday to Friday, term time only. She provides government-funded childcare.

Information about this inspection

Inspector

Joanne Ryan

Inspection activities

- The childminder showed the inspector around the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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