

Childminder report

Inspection date: 25 April 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a beautiful, well resourced, home-from-home environment. She welcomes children and their families warmly and offers flexible settling-in procedures. The childminder works closely with children's families and gathers a wealth of information about children's prior learning and care needs. She uses this information effectively to help her adapt her practice and meet children's needs from the start. The childminder understands how children prefer to learn and develop. She offers a unique and well sequenced curriculum, based on her understanding of children's stage of development and next steps.

The childminder follows children's emerging interests and supports them to recall past experiences and learning. For example, children remember how they have cared for caterpillars and observed them as they changed. They giggle as they remember a well known story about a caterpillar and explain that 'real' caterpillars do not eat cake and pickles like the caterpillar in the story does. Overall, children are motivated and enthusiastic learners.

The childminder has high expectations of all children, particularly of their behaviour. She gently reminds children to be kind and considerate of each other and supports them to understand the impact their behaviour may have on others. Children of all ages are incredibly well behaved. They develop close friendships and demonstrate good manners without prompting.

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

- The childminder focuses on developing children's communication and language skills. She talks to children about what they are doing and asks questions to help extend their understanding. Stories and songs are a key part of the childminder curriculum. The childminder introduces new words as she talks with children and checks their understanding. For example, while talking about butterflies, children remember previously taught words such as 'cocoon' and 'chrysalis' and use them in context. Children develop impressive language skills.
- The childminder provides a range of activities to help promote children's learning. She is aware of what children need to learn next. That said, on occasion, when implementing some activities, the learning needs of younger children are not fully considered in order that they benefit most from the learning experience being provided.
- Children are supported to develop their understanding of mathematical concepts as they play. For example, they discuss how scales balance, using words such as more and less to describe adding and taking away objects. Children learn to count and recognise quantities. They sing number rhymes and eagerly work out how many buns will be left when one is bought. Children are developing good

mathematical skills.

- The childminder provides opportunities that children may otherwise not experience. For example, children enjoy caring for butterflies and trips to the garden centre. Opportunities such as these help children to learn about nature and the community in which they live.
- The childminder helps children to become increasingly independent. For example, children put on their own shoes when going outside and help to cut up bananas for snack time under the childminder's close supervision. Children are encouraged to make choices about what they want to play with. They relish any opportunity to 'have a go' and delight in being praised for their efforts. This helps to develop children's self-confidence.
- The experienced childminder ensures that all mandatory training is up to date. She selects topics to research should she feel children's experiences would benefit further as result. This helps to ensure that the childminder remains up to date and that she builds upon her skills over time.
- Parents speak incredibly highly of the childminder and the relationships she develops with their children. They are grateful for the communication and support they receive with topics such as toilet training. The childminder regularly shares updates on children's progress and suggests things parents may like to try at home to extend their child's learning further. This helps to promote a consistent approach to children's learning and 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:

- consider how activities can be adapted to better include younger children so that they can make the most of the intended learning experience.

Setting details

Unique reference number	315624
Local authority	Bolton
Inspection number	10376149
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 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	20 May 2019

Information about this early years setting

The childminder was registered in 1999 and lives in Bolton. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Denise Farrington

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed interactions between the childminder and the children.
- The inspector took account of parents views.
- The childminder and inspector carried out a joint observation of an activity.

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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