

Childminder report

Inspection date: 3 February 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder ensures that children feel comfortable and emotionally secure. For example, children enjoy cuddles with the childminder when they read books together. Children are confident talkers, who readily describe what they see in books and anticipate familiar words and phrases. They receive lots of praise and encouragement from the childminder. This helps them to build good levels of self-esteem. The childminder gathers detailed information about children's routines and what they can already do when they start. Children have a positive attitude to their learning and explore the childminder's home with curiosity and excitement. The childminder has high expectations for children's behaviour. Children learn simple house rules and the importance of being kind to each other, sharing and taking turns. This promotes their social development and helps them to build positive relationships with their peers.

The childminder provides good opportunities for children to explore the local environment as part of her curriculum. For example, children visit the local parks, library and playgroups with the childminder. The childminder uses these visits to help to support children's physical well-being and their understanding of the wider world effectively. The childminder offers children good opportunities to make independent choices in their play as they select from the resources and follow their interests. The childminder supports children's play effectively as she interacts and offers her thoughts to extend their ideas. For example, she demonstrates how to roll ice around in her hand to watch it melt. The childminder encourages children to hold ice to their cheeks. Children laugh and enjoy the cold sensation on their skin.

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

- The experienced and dedicated childminder is a strong role model and children enjoy being with her. She enthusiastically joins in with children's play by offering comments, introducing new words and asking questions to help children to further develop their speech. Children enjoy sharing their ideas, remembering events and discussing their play.
- The childminder offers a varied and stimulating range of activities and real-life experiences. For example, children feed the chickens in the garden and collect the eggs. This supports children to develop their understanding of the natural world. The childminder supports children to gain the skills and knowledge they need to support the next stage in their learning and their eventual move on to school.
- Children are imaginative and experiment with how they use resources and equipment. For instance, children encourage each other to throw balls into a bowl. They concentrate and aim with precision, proudly showing what they achieve to the inspector.

- The childminder keeps up to date with mandatory training and seeks further opportunities to develop her practice and further her knowledge to build on the good quality of education. She is part of a group of childminders who meet regularly to share information, support each other and discuss changes in childcare. This helps the childminder to keep up to date and continually improve her practice.
- Partnerships with parents and carers are strong. Parents comment that they have confidence in the childminder and feel their children make good progress in her care. The childminder works with parents to encourage them to support their children's development at home. This ensures continuity in children's care and learning.
- The childminder has high expectations for children and assesses their development consistently. She completes regular observations of children and uses this information to identify any gaps in their learning and development, and plan effectively for their next steps. This helps children to make good progress.
- The childminder is ambitious and evaluates her practice effectively. She uses information gained from parents' feedback and training to improve the quality of the learning and care experiences that she provides for children. This helps to improve the outcomes for children.
- Overall, the childminder offers opportunities for children to develop their early mathematical skills. However, sometimes she does not use naturally occurring mathematical opportunities to help children to gain new knowledge and practise skills.

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:

- enhance the teaching of mathematics to support children to build on what they already know and can do.

Setting details

Unique reference number	315796
Local authority	Bolton
Inspection number	10372249
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	0 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	9 April 2019

Information about this early years setting

The childminder registered in 1993 and lives in Farnworth. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Emma Barrow

Inspection activities

- The inspector carried out a learning walk with the childminder and discussed how the early years provision and the curriculum are organised.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector took account of the views of parents through written feedback provided.
- The inspector observed the quality of education and the impact on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025