

Childminder report

Inspection date: 15 May 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

Children enjoy their time with the caring and friendly childminder. The childminder knows children well due to her effective partnership with parents and carers. She collects information from parents about children during their initial visits and through daily conversations and updates. This supports the childminder to meet children's needs and contributes to children being comfortable and content in the childminder's home. The childminder is a positive role model. Children comfort one another and demonstrate kindness to their peers. During tidy-up time, children happily pick up the toys and place them in the boxes. Children are respectful and kind.

The childminder plans an ambitious curriculum that supports all children to make good progress from their starting points in development. She is successful in giving children experiences that help them to build on their independence skills. Children show enjoyment as they choose toppings and make their own pizzas for lunch. Older children show confidence in using the bathroom and managing their own self-care skills. Younger children show good hand-eye coordination as they learn to feed themselves. The childminder plans a vast range of outings and trips to build on children's skills. For example, children attend weekly gymnastics classes. The childminder uses these opportunities to support children to build on their self-confidence and social skills in different play environments.

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

- The childminder has developed a broad curriculum that is play based and complements children's interests. For example, children who enjoy the sensory experience of play dough learn to make marks with sticks in the play dough. Children are motivated learners.
- The childminder has a clear understanding of children's next steps in learning and plans activities to help children to achieve them. For example, she supports younger children to walk independently. The childminder provides opportunities to support what children need to learn next in independent play and through adult-led learning.
- The childminder supports children's communication and language development well. Children demonstrate a love for stories and singing. In addition, the childminder models language well as she provides an effective narrative during care routines and play with children. Children are confident communicators.
- Children learn about healthy lifestyles through well-structured mealtimes. They are actively involved in their mealtime experience. For example, the childminder offers children a choice of snack items from a variety of choices. Furthermore, the childminder talks to children about food groups, such as fruits. These opportunities support children to have an awareness of healthy choices.

- The childminder has a consistent approach to supporting children's behaviour. She provides opportunities for children to learn about and manage their emotions, as she understands the impact emotions have on children's behaviour. Children demonstrate kindness and positive behaviour.
- The childminder has excellent relationships with the families that attend her setting. Parents comment the environment is 'warm, welcoming and friendly'. The childminder regularly shares information with parents to support children's development at home. However, the childminder does not have established links with other settings that children attend to provide further continuity in their learning.
- The childminder supports children to develop an understanding of nature. For example, children attend forest school activities and visit the local parks. The childminder uses trips to the local shops and playgroups to help children to gain an understanding of the local community and the people who live in it. However, the childminder does not provide consistent opportunities for children to understand and celebrate similarities and differences between themselves and others. This means that children are less prepared for life in modern Britain.
- The childminder provides support to children to develop their physical skills in a variety of ways. For example, children practise their large-muscle skills as they climb the stairs on the slide in the childminder's garden. The childminder takes children on regular walks and to soft-play centres to further support their developing skills. All children make good progress in their physical development.
- The childminder is committed to her continuous professional development. She has completed a range of training courses that help her to support children's individual needs even further. In addition, the childminder is part of a local networking group. This helps to keep her knowledge up to date.

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:

- develop communication and partnership working with other settings children attend to improve the continuity and support for children's learning experiences
- provide opportunities for children to understand and celebrate similarities and differences between themselves and others.

Setting details

Unique reference number	EY241427
Local authority	Bolton
Inspection number	10380722
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	20 June 2019

Information about this early years setting

The childminder registered in 2003 and lives in Horwich, Bolton. She operates all year round, from 7.30am to 5.30pm, Wednesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Jade Patten

Inspection activities

- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector took account of parents' views from their written feedback.
- The inspector observed the quality of interactions between the childminder and the children.

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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