

Childminder report

Inspection date:

16 July 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children receive a tremendous start to their education while in the care of the dedicated and highly-skilled childminder. The childminder gathers detailed information about each child in an ongoing way. This enables her to adapt her curriculum and care practices in response to children's emerging needs. The childminder knows what children are interested in. She provides a wealth of learning opportunities that children find highly engaging. Children engage deeply, test out their ideas and are enthusiastic learners. They thrive in the oasis of learning created in both the indoor and outdoor environments.

The childminder is clear in what she intends children to learn as a result of the opportunities she provides. Careful consideration is given to every resource made available. The childminder ensures that children have daily opportunities to practise and refine the knowledge and skills she teaches. For example, children remember how non-fiction books are different from storybooks and give us information. They eagerly recall information they have found out in the past about spiders and use this to look for webs.

Children find learning joyful. They are eager for knowledge and ask questions to help extend their own understanding. Children welcome each other into their play. They are enthusiastic and wish to share their excitement with others. Children understand the high expectations the childminder has for their behaviour. The childminder skilfully helps children to understand the impact their behaviour may have on others. All children behave incredibly well.

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

- The childminder has a deep understanding of how children learn and develop. She regularly observes each child and assesses their progress. Careful consideration is given to children's next steps in learning and development. The childminder understands the importance of sequencing children's learning. This enables all children to build effortlessly on their previous knowledge and skills. All children make excellent progress from their individual starting points.
- The development of children's communication and language is at the heart of the childminder's curriculum. The childminder knows that as children become effective communicators, their social skills also thrive. She immerses children in a wealth of songs, stories and rhymes. Furthermore, the childminder uses conversations with children to introduce new words in context. For example, she reminds the children of the importance of remaining 'hydrated' on a warm day. Later, at lunchtime, children remind each other to take a drink and keep 'hydrated'. Children are skilled at remembering and recalling their learning. They develop impressive communication skills.

- Children are resilient and independent learners. The childminder encourages children to think and to do things for themselves. For example, when children find a ladybird and wish to observe it, the childminder encourages them to think of how best this can be done. Children decide to find a bug observation pot and carefully place the ladybird inside. Children are incredibly confident and self-assured. They demonstrate great independence in learning in addition to managing their own self-care.
- The provision for children with special educational needs and/or disabilities (SEND) is a strength of the setting. The childminder identifies emerging gaps in children's development and swiftly puts into place the support that some children may need in order to thrive. She works in close partnership with a wide range of outside agencies in order to provide the very best opportunities for all children. A detailed understanding of a wide range of specialist strategies helps children with SEND to make rapid progress.
- The childminder evaluates the success of everything she does in order that her setting be the best it can possibly be. She constantly reviews and adapts her provision in response to children's needs. Furthermore, she precisely identifies professional development opportunities to enhance her own teaching skills. Recent training in communication and language techniques has been successfully used to help accelerate the development of children's speaking skills. The childminder is passionate about enhancing her own skills so that she can enrich children's experiences further.
- Parents are highly complimentary of the childminder. They feel incredibly well supported to understand their child's development. Parents value the updates they receive along with resources and suggestions to help them extend their child's learning further at home. Parents remark that the childminder is 'one in a million' and someone who 'holds herself to the highest possible standards'. They describe feeling empowered to contribute to their child's learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY298470
Local authority	Bolton
Inspection number	10394607
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 September 2019

Information about this early years setting

The childminder registered in 2005 and lives in Bolton, Lancashire. She operates from 7.30am to 5pm, Monday to Friday all year round except bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 4.

Information about this inspection

Inspector

Denise Farrington

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The children spoke to the inspector about what they like doing with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- The views of parents were considered during the inspection.
- 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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