

Childminder report

Inspection date: 9 August 2024

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

Children bound into the setting, laughing and giggling as they enter this welcoming and homely environment. They are happy and settled and have secure friendships. The childminder gives high priority to children's personal, social and emotional well-being. She provides plenty of love and cuddles, and the children have very strong bonds with her as her nurturing and calm nature helps them feel safe and secure. For example, children climb on her lap and snuggle up for a cuddle when they need additional emotional support. The children have high levels of self-esteem and are extremely confident.

The childminder has high expectations for children's behaviour and is an excellent role model. She has clear boundaries and rules. For example, children listen carefully and follow the childminder's instructions. They enthusiastically help to tidy away toys and resources before moving on to the next activity.

The childminder's well-sequenced curriculum focuses on developing children's skills. She provides a curriculum that is based on children's interests and her knowledge of what they need to know next. The childminder provides a range of interesting activities that stimulate and engage children well. For example, children help to make a board of photos of themselves enjoying activities for the wall. This gives the children a sense of belonging.

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

- The childminder provides children with an exciting curriculum that is based on children's interests and new experiences. Children benefit from real-life experiences of visiting the local pond to see tadpoles. They make frogspawn from slime and go pond dipping. This helps children to learn about the life cycle of frogs and build on their understanding of the world.
- Older children's motivation and increasing independence are promoted well. They show high levels of independence during activities. For example, they practise holding felt-tip pens and form letters to write their name. As children carry out these tasks, they do so with a determination and a 'can-do' attitude. Older children put on their own shoes as they take on the additional task of finding resources outside for the next activity. This helps nurture their growing independence. However, younger children are not consistently supported in developing their independence skills. For example, the childminder pours their drinks and wipes their nose and does not encourage them to have a go themselves.
- The childminder takes the children out into the local community. They visit the forest resource centre at the local park where the children build fires and toast marshmallows. They play in bamboo huts and build dens using their

imagination. This supports children's physical skills and encourages them to think as they find new ways to do things.

- The support in place for children with special educational needs and/or disabilities (SEND) is strong. The childminder works closely with parents and other agencies to secure extra funding for additional resources to support children's development. For example, she uses a visual timetable and advance notice signals to the next activity, ensuring that all children are given enough time to understand the routine. The childminder has extensive knowledge and experience of how to ensure that children with SEND are not at a disadvantage from their peers. This enables all children to be fully included and make the same good progress to prepare them for school.
- The childminder places a strong focus on her own professional development. She undertakes training to help update her knowledge and skills. This helps her to reflect on the different ways she can support children in their learning and development.
- The childminder has made excellent partnerships with parents and other professionals. Parents speak highly of the childminder's nurturing care. They say she provides fun activities that help children develop well and make good progress. She provides daily photos and discussions to update parents on their children's learning and development. She offers advice and support on matters, such as physical development activities. This helps parents to continue to support and extend their children's learning at home.

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:

- encourage younger children to do things by themselves, in order to help build their independence skills.

Setting details

Unique reference number	EY334829
Local authority	Bolton
Inspection number	10350906
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 7
Total number of places	6
Number of children on roll	10
Date of previous inspection	12 September 2018

Information about this early years setting

The childminder registered in 2006 and lives in the Little Lever area of Bolton. She operates all year round, from 7am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Nicky Martin

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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 2024