

Childminder report

Inspection date:

16 January 2025

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The childminder has not taken reasonable steps to ensure the safety of children on the premises in the case of a fire or other emergency. She has identified an emergency exit on the premises, but it does not allow children to evacuate safely in the event of an emergency, such as a fire. This compromises children's safety, health and well-being in the event of an emergency situation. The childminder has a curriculum in place. However, it is not always ambitious and well sequenced. There are gaps in the childminder's knowledge and understanding of the curriculum and how children best learn. For example, the childminder provides learning experiences for children, but they do not focus specifically on what children need to learn next. This does not maximise children's learning. Children often move on from activities quickly, which leads to some challenging behaviours such as snatching toys from each other. The childminder does not always provide children with clear consistent expectations about their behaviour or support them to regulate their emotions. This does not fully support children to develop an understanding of their actions.

The childminder is kind and caring towards children. She offers an environment with resources to support children's interests. This helps children to settle quickly as they find their favourite toy to play with. Children have daily opportunities to play outdoors and get fresh air. In addition, the childminder offers 'Zumba time' as a fun way to engage children in exercising. This supports children to learn some of the ways they can live healthy lifestyles.

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

- The childminder has not ensured that the premises are safe for children to exit in the event of a fire or other emergency. There is an emergency evacuation procedure in place. However, at times, the fire exit door is unable to be opened, as it is locked from the neighbour's side of the property. This restricts the emergency escape route. The childminder has not identified this as a risk, nor has she put additional control measures in place. The evacuation procedure in place is ineffective.
- The childminder plans learning experiences for children. However, some of the experiences planned do not fully meet the individual learning needs of children. For example, the childminder is unsure on how the activities build on children's next steps in learning. This means the curriculum lacks challenge for some children. At times, children lose focus in their learning and wander off to find toys of their own choosing. This does not always help children to make good progress in their development.
- The childminder does not always support children to understand and manage their emotions and actions. During activities, she supports children to share by

showing them how to split resources fairly. However, at times, when children lack engagement in activities, this sometimes leads to frustration and taking toys from each other. The childminder often simply tells children they are 'fine' or to say 'sorry'. Furthermore, children struggle to follow instructions. For example, when asked to help with tidying up, they ignore the request and continue playing. This does not always help children to understand their actions and determine what is right and wrong.

- The childminder keeps mandatory training, such as paediatric first aid and safeguarding up to date. In addition, the childminder has recently completed training opportunities on topics such as managing allergies to develop her knowledge. However, she has not focused on enhancing her professional development sufficiently enough on improving her own teaching skills. As a result, there are gaps in the childminder's knowledge and understanding of how children learn.
- The childminder does not always support children to have a go at trying to do things for themselves. She is quick to complete tasks for children, such as pouring children's drinks for them, serving their dinner, and taking the lid off the glue and putting it on their paper during creative activities. As a result, children are not developing the key independence skills they will need for the future.
- The curriculum for communication and language does not always support children to make good levels of progress in their development. The childminder encourages children to join in with stories. However, there are inconsistencies in the quality of interactions that she has with the children during play and within focused activities. For example, at times, the childminder will ask children lots of questions and give insufficient time for children to listen and respond. This leads to the childminder often answering her own questions. This does not consistently help to develop children's listening skills or broaden their understanding of vocabulary.
- The childminder shares information and photos with parents about what children have been doing. She keeps them informed about their children's day. Parents speak highly of the childminder. They say that the childminder is kind and caring and their children feel settled in the childminder's care.
- The childminder supports children who speak English as an additional language well. She has worked together with parents to learn key words and phrases in their child's home language. Furthermore, she has implemented these into the child's day at the setting. This helps children to feel a sense of belonging and value in the childminder's home.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
establish an appropriate escape exit to allow children to evacuate safely in the event of a fire or other emergency	13/02/2025
support children to understand their actions and the impact these have on others and to manage their own feelings	13/02/2025
undertake appropriate professional development that provides the appropriate knowledge and skills in order to offer good quality early years provision.	13/02/2025

To meet the requirements of the early years foundation stage, the provider must:

	Due date
plan and deliver a more ambitious and well-sequenced curriculum that builds succinctly on what children know and can do.	13/02/2025

To further improve the quality of the early years provision, the provider should:

- build on opportunities for children to manage their self-care skills to further promote their independence
- support children's communication and language more consistently by using quality interactions to enhance their listening skills and broaden their vocabulary.

Setting details

Unique reference number	EY366480
Local authority	Bolton
Inspection number	10298955
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	2 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	25 January 2019

Information about this early years setting

The childminder registered in 2007 and lives in Bolton. She works with another registered childminder and operates all year round, from 9am to 3pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3 and provides funded early education for two-, three- and four-year-old children. The childminder supports a number of children who speak English as an additional language.

Information about this inspection

Inspector

Danielle Kelly

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents and family members shared their views of the setting with the inspector.
- 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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