

Childminder report

Inspection date: 15 December 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and show a strong sense of belonging at this warm setting. They have their own baskets for their bags, coats and hats, and access these independently. When children first start, the childminder focuses strongly on getting to know their individual routines, to help them to settle quickly.

Children follow their own interests while they play and have positive attitudes towards their learning. For example, they giggle with excitement while dancing along to their favourite nursery rhymes and songs. Younger children babble with delight and try to copy words. They develop their small-muscle skills while building a train track together. Children develop a good sense of number. For example, they comment on how many children are with them and make links between this number and their own ages.

Outdoors, children enthusiastically join in with a game of hide and seek. They count to 10 before finding the childminder and their friends. Children develop their large-muscle skills and spatial awareness, while walking and running across the frosty grass. Children comment that the ice has made the grass 'crunchy'.

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

- The childminder has worked hard to improve and to bring about the required changes following the previous Ofsted inspection. She shows determination to 'support children the best way' that she can, so that they have the knowledge and skills that they need in readiness for the next stage in their education.
- Children, including those with additional funding, make good progress. Overall, the childminder provides them with a curriculum that builds on what they already know and can do. She follows their interests and, therefore, allows them to choose their own toys and to lead their own play. However, there is less focus on planning and delivering play experiences which focus precisely on what children need to learn next. This means that they do not always make the progress that they could.
- In the main, the childminder supports children's communication and language skills well. Children access books throughout the day, which promotes their love of reading. They enjoy sitting with the childminder and exploring 'story sacks'. The childminder sings songs and talks to children while they play, asking questions and modelling words if children say them incorrectly. That said, the childminder identifies that her interactions with children can be strengthened to fully promote children's communication and language development.
- The childminder encourages children's independence. For example, children learn to fasten their own coats in readiness for outdoor play. They come in afterwards and stamp their feet on the mat to remove the snow. The

childminder teaches children the importance of washing their hands before eating. Children bring their own healthy lunches from home, tailored to their individual dietary requirements and tastes.

- Children learn about the world around them. They go on regular trips to local parks and to playgroups. This helps children to develop in their character and improve their social skills.
- Children show good behaviour. They were confident and eager to talk to the inspector, for example when showing him the flashing lights on their shoes. Children told the inspector, 'let's go outside, quickly, this way'. The childminder reminds children to share and to have 'kind hands'.
- The childminder ensures that mandatory training, such as paediatric first aid, is up to date. However, the programme of training for the childminder and her assistant is in its infancy. It does not focus on developing further the knowledge and skills needed to raise practice to a higher level.
- Parents have 'nothing but praise' for the childminder and commend her for being an 'amazing source of knowledge and kindness'. They are reassured that their children receive a 'high level of care' in a 'homely' environment. Parents report that their children make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes daily risk assessments to check that the premises are safe. She understands her duties in making sure that household members are suitable to be around children. The childminder has up-to-date training in safeguarding and knows how to protect children from harm. She understands the local referral procedures to follow, should she have concerns about children's welfare. The childminder understands the steps to take if there was an allegation against herself or another household member. She has a broad understanding of safeguarding issues, including domestic abuse and neglect.

What does the setting need to do to improve?

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

- enrich the curriculum with more play experiences which focus precisely on what children need to learn next, to better support their progress
- strengthen interactions with children even further, to fully promote their communication and language development
- enhance the programme of training, to raise practice to a higher level.

Setting details

Unique reference number	2531120
Local authority	Wirral
Inspection number	10232597
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 3
Total number of places	4
Number of children on roll	2
Date of previous inspection	3 February 2022

Information about this early years setting

The childminder registered in 2019 and lives in Prenton, Wirral. She operates Monday to Friday, all year round, excluding family holidays. Sessions are from 8am to 6pm, and until 1pm on Fridays. The childminder holds an early years qualification at level 6. She is registered to work with an assistant.

Information about this inspection

Inspector

David Lobodzinski

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in his evaluation of the setting.
- The childminder and the inspector completed a learning walk to determine the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact on children's learning.
- The inspector held discussions with the childminder and the children at appropriate times during the inspection.
- Parental views were considered by the inspector, through written testimonials and discussions.
- An observation of an activity was carried out, and the inspector and the childminder discussed this afterwards.
- Relevant documentation was reviewed by the inspector, including evidence of the childminder's training.

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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