

Childminder report

Inspection date: 15 June 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy to attend this safe and homely setting. The well-qualified childminder has high expectations of children and plans activities that build on what they know. Children benefit from the freedom to choose from a wide variety of resources and activities that meet their needs and follow their interests. Children make the most of opportunities to use their imagination. For example, they pretend to make cakes and sing 'Happy Birthday' to one another.

Children build secure and trusting relationships with the childminder. She is nurturing and attentive to their needs. She notices when children need a cuddle for reassurance or when they are becoming tired. The childminder is a good role model. She has clear expectations of behaviour and encourages children to use their manners and wait patiently. For example, when playing a throwing and catching game, she encourages turn taking and reminds children whose turn it is next. Children have many opportunities to visit local playgroups and make friendships with other children they meet. This helps to support children's social skills and build self-confidence. Children enjoy regular trips to the local parks to visit the ducks and to beaches to gather shells. This helps to develop their knowledge of the local community.

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

- The childminder has a good understanding of how children learn. She knows the children well and, generally, adapts her teaching well to support their individual needs and next steps. However, occasionally, she does not adapt planned activities to fully extend the skills and knowledge of older children even further.
- The childminder has a flexible approach to ensure children settle quickly into her care. She gathers valuable information about what children know and can do from the first opportunity. This enables her to enhance learning experiences from the outset.
- Children develop a love of literacy from an early age. For example, the childminder sings songs and sensitively pauses for children to sing the missing word. Older children are taught to identify letters in their names and how to sound out letters to make words. Children are confident to choose books and snuggle into the childminder for story time.
- Children develop their early mathematics skills well. The childminder frequently engages children in counting toys and objects as they play with them and singing counting songs. She teaches children about mathematical concepts such as size and comparisons. For example, she encourages children to compare the size of fruits while reading a story.
- Parents are very complimentary about the childminder's service. They praise the information shared through daily conversations. Parents say that the childminder

is a 'crucial element' in their children's development.

- The childminder reflects on her practice and identifies areas for improvement. However, she does not consistently provide opportunities for parents or children to contribute their views to the self-evaluation.
- Children have high levels of confidence and are skilful communicators. They ask complex questions and recount their experiences in detail. For example, children describe a trip to the local zoo where they saw alligators swim in water and sunbathe behind a glass enclosure.
- The childminder observes children's play and exploration, assesses their achievements and identifies any gaps in their development. She promptly outlines next steps in children's learning and works well with families and professionals to help these gaps close.
- The childminder has memberships with professional associations. She links closely with other childminders to discuss and share good practice and gain new ideas. The childminder seeks training opportunities, implementing new strategies to help her to develop her provision and support children's progress and outcomes further.
- Children are well prepared for the next stage in their learning. The childminder helps their transition to school through close contact with staff and parents and appropriately sharing information on children's progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children. She confidently identifies the possible signs of abuse and knows what to do should she have any concerns about a child's welfare. The childminder knows the steps to take if an allegation is made against herself or a member of her household. She ensures that her safeguarding knowledge is kept up to date by completing training. The childminder maintains her first-aid certificate. This helps to ensure children's safety in the event of an accident.

What does the setting need to do to improve?

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

- focus more sharply on extending the skills and knowledge of older children even further during planned activities
- strengthen self-evaluation even further to include the views of parents and children to help identify and make continuous improvements.

Setting details

Unique reference number	2544138
Local authority	Wirral
Inspection number	10215469
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	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Greasby, Wirral. She operates term time only, from 7.30am to 6pm, Monday to Thursday. The childminder provides funded early education for three- and four-year-old children. The childminder holds an early years qualification at level 6 and qualified teacher status.

Information about this inspection

Inspector

Kerry Maddock

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises that are used for childminding and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and children and assessed the impact on children's learning and development.
- The inspector viewed relevant documentation, including evidence of suitability checks, paediatric first-aid training and public liability insurance.
- Parents shared their views with the inspector through written communications.

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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