

Childminder report

Inspection date: 6 October 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 and thoroughly enjoy spending time here. The friendly childminder has created a welcoming and nurturing setting for children. Children form close relationships with the childminder and with their peers. They confidently talk about the activities and toys they would like to play with. The childminder teaches children new words as she plays with them. She builds on their vocabulary through activities such as sharing stories and singing songs. This helps to promote children's speaking and listening skills.

Children behave well. They listen to the childminder's instructions. The childminder praises children for their excellent listening skills. This helps to raise children's self-esteem. On the rare occasion when disputes do occur, the childminder deals with them calmly and effectively. The childminder has high expectations for all children. Children are kind and caring. For example, they help others to find objects that they are looking for. Children cuddle the childminder when they want reassurance or comfort. They respond well to her caring approach. This helps to demonstrate that children feel safe and secure in the childminder's care. The childminder responds to children's care needs, for example if they are hungry, tired or unwell.

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

- The childminder provides opportunities for children to promote their growing independence. For example, children pour their own drinks at lunchtime. They peel and chop their own bananas at snack time. This helps to prepare children for the next stage in their learning.
- Children enjoy rolling out the play dough. They use shaped cutters and stampers to make marks in the dough. This helps to build up children's small-muscle strength. The childminder takes children to local parks where they can climb and run. She takes children to local trampoline parks. These opportunities help to build up children's larger-muscle movements.
- The quality of teaching is good. The childminder monitors children's learning and meticulously assesses their progress. She ensures that her planning and the opportunities she provides are sharply focused on the individual needs of children. The childminder knows how to identify and close any gaps in children's learning and what they need to learn next. Children are excited and motivated to explore the environment. This helps children to gain positive attitudes to learning. For example, children giggle with glee as they use tweezers to pick up the scattered leaves during tidy-up time.
- The childminder reflects on her practice and thoroughly evaluates her setting. She includes the views of parents and children in her self-evaluation. The childminder accesses professional development opportunities that are focused on raising outcomes for children. For example, she recently attended training on

helping children to regulate their own emotions. This has helped to further promote children's emotional development.

- The childminder makes links with other settings that the children also attend. However, she does not yet routinely share information about children's learning and development with them to help to provide further continuity and consistency in children's learning.
- The childminder does not consistently extend children's knowledge on recognising similarities and differences between themselves and others. She does not extend children's knowledge of other cultures successfully. This prevents children from learning more about people and communities that may be different to their own.
- The childminder works in partnership with parents. Parents are very complimentary about the service the childminder provides. They praise her for going 'above and beyond' for the children in her care. They are grateful for the support she gives in helping them to contribute to their children's learning at home.
- The childminder is a positive role model for children. She consistently encourages children to share all of the resources and toys. The childminder reminds children to use good manners. She provides children with healthy and nutritious food. Children enjoy their social mealtimes. The childminder helps children learn about which foods are good for them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of what constitutes a safeguarding concern. She understands the procedures to follow to protect children from harm. The childminder understands her duty to be vigilant to possible indicators that a child or family may be at risk of being drawn into extremist behaviours. Children are supervised well in all areas of the premises. The childminder teaches children about possible risks and hazards. For example, she conducts a fire evacuation procedure with them in case of an emergency. The childminder teaches children about road safety when they go out on trips. Children learn how to cross roads safely by waiting for the green man.

What does the setting need to do to improve?

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

- share information about children's learning and development consistently with other settings children attend, to provide continuity in children's learning
- build on children's understanding of a wider representation of people, families and communities beyond their own.

Setting details

Unique reference number	2581582
Local authority	Wirral
Inspection number	10251020
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Birkenhead. She operates from 8am until 6pm, Monday to Friday, all year around, apart from family holidays and bank holidays. The childminder holds a level 3 qualification in childcare.

Information about this inspection

Inspector

Olivia Barnes

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 her evaluation of the setting.
- The inspector looked at relevant documentation and evidence of the suitability of adults living on the premises.
- Parents' views were taken into account.
- The inspector spoke to the childminder and the children at convenient times throughout the inspection.
- The inspector observed the quality of education being provided. She assessed the impact these activities had on children's learning.
- The inspector discussed with the childminder how the curriculum is planned and implemented.

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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