

Childminder report

Inspection date: 11 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder provides ample opportunity for children to learn new information through first-hand experiences. She takes children on a wide range of trips. For example, they visit the zoo, aquarium, museum and library. Children go on trains, buses and ferries with the childminder. Children demonstrate very good vocabulary as they excitedly talk about their trips out. They plant a range of fruit and vegetables in the childminder's garden and have opportunities to socialise with other children at local playgroups. As a result, children develop a range of skills across all areas of learning.

The childminder has high expectations of all children. She is a good role model. For example, she encourages children to take turns with the toys and resources. Children's behaviour is good. They respond positively to the childminder's instructions. The childminder praises children for 'good listening'. This helps to build up their self-esteem. Children are happy and settled here. They thoroughly enjoy the activities. Children are keen to explore their interesting environment. This helps children gain positive attitudes to learning.

Children have formed close bonds with the childminder. The childminder promotes a calm atmosphere in which children quickly feel comfortable. Children feel secure here. They cuddle up to the childminder when they need reassurance.

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

- The childminder establishes positive relationships with parents. She involves them in evaluations of her setting and supports them to continue learning at home. For example, she provides valuable advice on developmental milestones and creates activities for parents to engage with their children at home. This fosters continuity of care and learning for children, aiding their progress well.
- The childminder teaches children about the dynamics of different families. Children learn about similarities and differences between themselves and others when they go out into the community. These opportunities help children to develop an understanding of modern life in Britain.
- Children's physical development is promoted well. They practise pulling up zips on activity bags and complete jigsaws. This helps to develop their small-muscle control. Children have opportunities to climb and run every day on their daily trips. This helps to further develop children's larger-muscle movements.
- The childminder knows children well. She gathers information to help her plan and incorporate children's interests. The childminder uses observations and assessments to identify children's progress. She ensures that any gaps in learning are addressed quickly. All children make good progress.
- The childminder provides opportunities that support children's growing

independence. For example, children wash their own hands before eating. They chop their own bananas and pour their own drinks. This helps to prepare children for the next stage in their learning.

- The childminder introduces new vocabulary to older children as they play. She repeats the names of animals slowly and encourages children to repeat the words back to her. The childminder asks older children questions to extend their learning. However, she does not always allow children enough time to answer the questions before moving on to the next one.
- The childminder has a positive attitude towards her continuing professional development. She accesses weekly webinars and a vast range of courses to keep up to date with new initiatives. The childminder focuses her professional development on the needs of the children. For example, she recently attended training on supporting children with their emotions. This helps the childminder to better extend and support children's learning.
- Partnership working with other professionals is equally well established. The childminder seeks advice from specialists and implements agreed strategies. This helps all children, including those with special educational needs and/or disabilities, to be well prepared for their next stage of learning.
- The childminder encourages babies to join in with rhymes and songs. However, the childminder does not always repeat babbling with younger children. She does not always continue back-and-forth interactions with babies to extend further sounds.
- The childminder provides healthy and nutritious food for children. She encourages children to be physically active and ensures that they follow good hygiene routines. This helps to promote children's health and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms that may indicate a child is at risk of harm. She knows the procedures to follow if concerns arise. The childminder ensures that she keeps up to date with a wide range of safeguarding issues and local procedures. For example, she regularly completes training and webinars. The childminder carries out risk assessments to minimise any hazards, both at home and on outings. Children are supervised well. The childminder teaches children about road safety when they go on their daily trips. Children learn how to cross roads safely.

What does the setting need to do to improve?

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

- enhance younger children's babbling and conversational skills to increase their sounds and words

- give children the time they need to think about and answer questions.

Setting details

Unique reference number	2589375
Local authority	Wirral
Inspection number	10251191
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 11
Total number of places	3
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Wallasey. She operates from 7.30am to 6.30pm, Monday to Friday, all year round. The childminder holds an appropriate childcare qualification at level 3.

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 observed the interactions between the childminder and children and evaluated the impact on children's learning.
- 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.
- Parents' views were taken account of by the inspector.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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