

Childminder report

Inspection date: 3 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

The caring childminder provides a friendly and nurturing environment for children. Children form strong bonds with the childminder and their peers. They are happy and settled and thoroughly enjoy spending time here. The childminder has high expectations of all children. Children behave very well. They listen attentively to the childminder's instructions. Young children know the routine of the setting. They tidy up with little input from the childminder. The childminder praises children for their excellent listening skills, which helps to build up their self-esteem. Children are kind and caring to each other. For example, they help others to put their shoes on. The childminder plans activities that excite and motivate children to join in. For example, she sets up tabletop activities to explore a child's interest of farm animals. This helps children to develop positive attitudes to learning.

The childminder provides copious opportunities for children to develop their social skills in different situations. For example, she takes children on daily trips to local parks, toddler groups and soft-play centres. This has been prioritised after periods of isolation due to the COVID-19 pandemic. Children now feel confident to independently explore activities at the variety of groups they attend. The childminder takes children to the local library. Children learn how to choose and borrow books. These opportunities help children to learn more about the wider world.

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

- The childminder introduces new vocabulary to children consistently as they play. She repeats words slowly and encourages children to repeat the words back to her. The childminder asks children questions to extend their learning. However, she does not always allow enough time for children to answer questions before moving on to the next one.
- Children's physical development is promoted well. Toddlers use sticks to make marks in play dough. They squash and squeeze the play dough in their hands. Children concentrate well as they stack small rings to make a tower. These activities help to develop children's small-muscle skills. Children ride around the outdoor area on scooters and ride-on toys. They climb, run and balance at the local park. These activities help to develop children's large-muscle skills.
- The childminder provides many opportunities for children to develop their growing independence. Very young children put their own shoes and coat on by themselves. They butter their own crumpets at snack time. This helps to prepare children for the next stage in their learning.
- The childminder promotes children's mathematical skills spontaneously. Children are encouraged to recognise colours in their environment. The childminder introduces children to mathematical language, such as 'big' and 'small', as they

look at pine cones. Children solve problems to find pine cones that will fit inside their pots. They are supported to count how many conkers they have found. This helps to develop children's mathematical skills.

- Partnerships with parents are very strong. Parents are thrilled with the service that they receive. They are grateful for the 'encouraging, warm and highly educational setting' that the childminder provides. The childminder and parents discuss children's achievements. When parents or the childminder have concerns about children's development, they plan what needs to happen next. For example, they seek and follow advice from other professionals. 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 evaluates her setting. She incorporates children's and parents' views into her evaluation. The childminder accesses mandatory training, such as safeguarding and first aid. However, she has not yet focused her professional development on the needs of children who attend her setting, to help them to make the best possible progress.
- Children are keen to explore and investigate the toys and resources in the childminder's home and garden. The childminder is a positive role model. She teaches children to share and take turns with all of the toys and resources. This helps to promote children's social and emotional development.
- The childminder celebrates a range of festivals with children. This helps children to learn about many religions. She talks to children about the dynamics of different families. The childminder talks to children about the similarities and differences between themselves and others. This helps children to learn about people and communities that may be different to their own.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the signs and symptoms that could indicate a child is at risk of harm or abuse. She knows where to report concerns about children's welfare. The childminder maintains a safe environment for children. She regularly assesses risks in her home to help her to keep children safe. She teaches children about possible risks and hazards. For example, the childminder conducts regular fire evacuation procedures with children. Children learn how they can keep themselves safe. For example, when they walk with the childminder in the street, she talks to them about road safety. 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:

- ensure that children have enough time to answer questions
- focus professional development on children's needs to help them make the best

possible progress.

Setting details

Unique reference number	2592547
Local authority	Wirral
Inspection number	10251288
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 8
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 Wirral. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, and from 7.30am to 3.30pm on Friday, except for family holidays and bank holidays. The childminder holds qualified teacher status.

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 childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and the children and evaluated the impact on children's learning.
- Parents' views were taken account of by the inspector by reading their written comments.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022