

Childminder report

Inspection date: 14 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

Children form secure relationships with the childminder and her assistant, who are very kind and nurturing in their approach. Children are clearly happy and show they feel safe as they approach the adults for reassurance when they feel unsettled. They enjoy the time they spend at this warm and welcoming setting. When playing independently, older children select what they would like to play with and spend a long time concentrating on their chosen tasks. For example, children enjoy playing with dough. They work hard to create shapes and animals. Children learn new vocabulary, such as 'snip', as they cut uncooked spaghetti straws to create spikes for the hedgehogs they create. They receive praise and encouragement from the childminder and her assistant. This helps children to feel valued and secure.

Children understand what the childminder expects of them. There are rules in place to help them to learn right from wrong. Children use their manners and show kindness and respect for one another. They learn to share and take turns. Following the COVID-19 pandemic restrictions, the childminder has been supporting children's confidence in social situations by exploring the local community. As a result, children are confident and happy. They play together and happily engage in conversations.

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

- The childminder and her assistant provide children with a curriculum which follows their interests and builds on what they already know and can do. They use assessment effectively to identify what children need to learn next. As a result, children are highly motivated and consistently demonstrate positive attitudes to learning.
- Children enjoy listening to, and are eager to join in with, a range of familiar stories, rhymes and songs. Children listen attentively to interesting stories. They excitedly explain how they enjoy trips out to the local library to choose books. Parents are given ideas of books to read at home to support and extend their children's learning, this helps children develop a love of reading.
- The childminder places high priority on helping children develop their communication and language skills. Both adults use correct language as they talk to children and ask questions to start interesting conversations. Some children discuss how they grew pumpkins on an allotment and other children talk about growing herbs in the garden. These interactions help children to become confident communicators.
- The childminder supports children with their self-care needs, for example, when using the bathroom. However, children do not always wash their hands independently. The childminder fills up a bowl for children to wash hands in at

specific times of the day. This means that children are not always supported to independently develop their self-care skills.

- Older children actively explore the learning environment. The available resources appeal to their interests. As a result, older children are motivated to play and learn. However, at times the playroom is extremely busy. This sometimes limits the space available for babies and younger children to safely explore and be physically active in their play. This means younger children are not always able to freely move around.
- Children learn about the world around them. They excitedly hunt for bugs in the garden, looking under leaves and rocks with magnifying glasses. Children enjoy trips to explore the local community. They visit parks, woods and play groups. These experiences help children develop their social skills and gain understanding of the world around them.
- The childminder and her assistant access training and share learning points from courses with each other. This helps keep their skills and knowledge up to date. The childminder monitors teaching and gives the assistant clear feedback and help. As a result, the assistant is happy and feels supported in her role.
- Parents are overwhelmingly positive. They value the timely support for children with special educational needs and/or disabilities. The childminder makes referrals to other agencies and implements effective strategies to help children develop skills. Parents appreciate how their children have developed. They feel this is due to the support they receive from the childminder and her assistant.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility in protecting children from the risk of harm. She is alert to the possible indicators that identify when a child needs help. She is aware of the relevant agencies to contact for guidance or for making a referral. The childminder and her assistant have completed relevant training to secure their knowledge and understanding of their responsibility to keep children safe. The childminder is clear what she should do if there are any safeguarding allegations made about any of her household members and assistants. She ensures her home is safe and secure, and she is vigilant in her supervision of children.

What does the setting need to do to improve?

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

- enhance the learning environment to increase opportunities for babies and younger children to be physically active as they learn and explore
- consider how daily care routines can be enhanced to support children's independence and progress even further.

Setting details

Unique reference number	2598692
Local authority	Wirral
Inspection number	10251504
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 4
Total number of places	12
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Pensby, Wirral. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder works with an assistant and holds a relevant early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Deborah Magee

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 and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided indoors and outdoors.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The childminder provided the inspector with a range of documentation on request.
- Parents, children and the assistant shared their views with the inspector.

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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