

Childminder report

Inspection date: 15 April 2024

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 childminder creates a calm and friendly environment. She gathers detailed information from parents on children's starting points, interests, likes and dislikes. The childminder builds positive bonds with them and this helps children feel safe and secure. Children thoroughly enjoy spending time here. The childminder is a positive role model. She supports children with sharing the toys and resources. Children behave well and play harmoniously together. The childminder praises children for their helpful behaviour. This helps to build up their self-esteem.

The childminder provides a broad curriculum. Children benefit from a range of outings. For example, they visit Chester Zoo, Ness Gardens and go on walks in local woodlands. The childminder takes children to Liverpool to watch dragon dances during Chinese New Year. This helps children learn about people and communities that may be different to their own. The childminder supports children's social development well. Children have opportunities to mix with larger groups of children when they attend childminding groups. The curriculum for understanding the world is well planned. Children help to grow their own carrots, peas and lettuce in the childminder's garden. They observe the changes to caterpillars as they emerge out of their cocoons. This helps children learn about the life cycle of plants and animals.

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

- The childminder knows children well. She has a good understanding of where children are up to in their development. However, in some curriculum areas, such as mathematics, learning is not always sequenced effectively. For example, children do not embed their knowledge of counting out objects reliably. As a result, children do not secure the skills they need before moving learning on.
- Children with special educational needs and/or disabilities (SEND) are supported well. The childminder makes referrals to other agencies to gain advice and guidance. She works well with other professionals and makes adaptations to the curriculum for children's individual needs. All children, including those with SEND make good progress from their starting points.
- The curriculum for physical development is well planned. For example, children construct models as they attach blocks together. They use glue dots to stick pom poms together to create caterpillars. These opportunities help to develop children's small-muscle movements and prepare them for early writing.
- Parent partnerships are strong. Parents are complimentary about the care the childminder provides and praise her for the welcoming home-from-home environment she creates. The childminder keeps parents continuously updated about children's development. This helps to provide continuity in children's learning.

- Children's behaviour is good. They work well as a team as they tidy all the resources away. The childminder provides children with consistently clear instructions. This helps children understand the positive behaviour expectations.
- The childminder is committed to her own professional development. She accesses training to enhance children's learning experiences. For example, the childminder attends courses to further develop her knowledge of supporting children with SEND. She reflects on and evaluates her practice regularly. This helps to promote continuous improvements.
- The childminder supports early literacy well and understands what she wants children to learn. She reads stories and encourages children to join in with familiar phrases in the book. However, the childminder doesn't always implement her intended curriculum for literacy effectively. This sometimes prevents children gaining the skills that they need in their literacy development.
- Children benefit from opportunities to build on their growing independence. They help to prepare the table for snack time as they give out plates and water bottles to their friends. Children learn to cut fruit as they chop their own bananas up. This helps children to take pride in their own accomplishments.
- The childminder promotes good health and hygiene. She provides healthy and nutritious snacks and drinks. The childminder talks to children about why foods are good for their bodies. Children have daily opportunities to be physically active in the fresh air. This helps children learn about healthy lifestyles.
- The childminder prioritises children's safety. She teaches children how to use traffic light crossings. Children understand they must hold the pram straps when they go on outings. This helps children learn how to behave safely when on their trips.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the implementation of the curriculum for literacy so that children gain the skills intended
- sequence the curriculum more effectively so that children learn and embed skills before moving on, specifically in for mathematics.

Setting details

Unique reference number	2657531
Local authority	Wirral
Inspection number	10335055
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	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Birkenhead, Wirral. She operates all year round from 7.30am to 6pm, Monday, Tuesday, Wednesday and Friday, except for family holidays. The childminder holds an appropriate 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 their evaluation of the setting.
- The childminder and the inspector completed a learning walk. The inspector discussed with the childminder how she determines what children know and how she decides what they need to learn next.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector and the childminder carried out a joint observation.
- The inspector reviewed written communication from parents and took these into account.
- The childminder provided the inspector with a sample of key documentation on request.

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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