

Childminder report

Inspection date: 14 October 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 has very strong bonds with the children. They laugh together and share a cuddle. The childminder and her co-childminder have high expectations for all children, including children with special educational needs and/or disabilities (SEND). When children require support, the childminder offers help and reassurance. Older children are learning to regulate their emotions using a range of strategies that she has taught them. For example, the childminder encourages children to take deep breaths and explains that this helps them to regulate their breathing and calm down. This supports children to develop an understanding of their emotional health by recognising their own feelings. All children show care and affection for each other. They learn to share and take turns from an early age. Children's behaviour is good.

The childminder plans daily outings to a wide variety of venues to encourage children's curiosity and development. Outings to watch events such as The Dragon Parade help children to learn about Chinese New Year. Furthermore, children learn valuable social skills during weekly sessions at local playgroups or visiting the library for story sessions. This supports children to learn about their local community and the world around them well.

The childminder and co-childminder work very well together, providing children with a consistent approach to their learning and well-being. Together, they create a curriculum that builds on what children know and can already do. Furthermore, it prepares them well for their next stage in learning. As a result, all children make good progress from their starting points.

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

- Children develop independence as they learn to do basic tasks for themselves. The childminder knows the importance of developing children's self-care and independence skills. She supports children to find new techniques for things that they find tricky, such as zipping up their coats independently. However, on some occasions, she is too quick to do things for them. For example, during snack time, she serves the children and does not consistently encourage children to serve themselves. This does not consistently support children to develop their independence.
- Children learn to be confident communicators in this setting. The childminder makes sure that children have a voice and are listened to. She develops children's communication and language very well. The childminder uses visual aids and gestures to help enhance communication and gives children time to process the words she uses. For example, children enjoy learning new words associated with autumn, such as 'acorn' and 'crunchy' as she describes leaves.

The childminder provides acorns and leaves outside for children to explore, and this helps them to consolidate their knowledge.

- The childminder and her co-childminder help children to care for their environment. Older children learn about 'recycle and reuse'. They relish in creating sensory toys for younger children to enjoy from plastic bottles. This enables children to develop an awareness of sustainability and caring for the world around them.
- The childminder works collaboratively with parents and professionals. They ensure that any adaptations that are required for children with SEND or children in receipt of additional funding are implemented. This means that children do not miss out on valuable learning opportunities that support all areas of their development.
- The childminder and her co-childminder work in partnership with parents. For instance, they provide parents with daily photos of the activities on offer and what children are learning that day. Parents report that the childminder and her co-childminder 'know the children so well and treat them as individuals, with patience, encouragement and understanding'. They say that their children love attending and regularly list the childminder and her co-childminder with the most important people in their life. This helps to create a consistent approach for children's learning and care.
- The childminder and her co-childminder are highly reflective of their practice. They develop action plans to ensure continuous improvements. The childminder networks with other childminders to share ideas and keep her knowledge up to date. This supports children to make good progress in their learning.

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:

- consider how to provide all children with more opportunities to develop their independence skills, with particular regard to mealtime arrangements.

Setting details

Unique reference number	2676060
Local authority	Wirral
Inspection number	10355149
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 3
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Leasow, in the Metropolitan Borough of Wirral. The childminder holds an appropriate qualification at level 3. She operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works with a co-childminder. The childminder receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Kelly Little

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector and the childminder carried out a shared evaluation of a planned activity and a joint observation of the communication and impact that this had on children's learning.
- Parents shared their written views of the childminder with the inspector.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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