

Childminder report

Inspection date: 11 March 2025

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

Children arrive with confidence and settle happily at the childminder's home. They eagerly separate from their parents, demonstrating a secure attachment with the childminder. Children joyfully sing and dance to a penguin song, lifting their knees high and flapping their arms. They develop coordination, imagination and a love for active learning as they excitedly collect fish pictures for the penguin to eat. The childminder helps children to identify patterns on the fish and which ones look the same. She introduces the children to Ollie the Octopus and prompts them to think about how he is feeling. The children discuss his emotions and excitedly suggest singing to cheer him up. As they sing, they squeal with delight when the octopus changes colour. Children are highly engaged as they learn emotional understanding and expression.

The childminder ensures that outdoor play offers valuable opportunities for physical development. Children build strength and coordination as they ride bikes, scooters and cars. They refine their fine motor skills as they water paint with different-sized brushes. Through these outdoor experiences, children develop physical confidence and patience while practising sharing and taking turns. Children behave well and are engaged in their learning. The childminder provides consistent support to help younger children regulate their behaviour, reminding them to walk inside and use 'kind hands'. Children follow the daily routine and respond to instructions. For example, they sing a tidy-up song while putting toys away and independently take off their shoes after outdoor play. Children develop essential independence skills as they prepare for their next steps in learning.

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

- The childminder provides a language-rich environment, regularly singing songs, reading stories and engaging children in conversation. However, discussions, for example about books, are often limited to naming familiar objects, such as bees and vegetables. The childminder does not always expand on ideas to deepen learning or introduce more complex vocabulary, particularly for older children.
- The childminder provides a wide range of play-based experiences that reflect children's evolving interests. However, her curriculum design lacks structured activities that specifically build on what individual children need to learn. While there are plenty of opportunities for free play with broader learning intentions, there are fewer planned experiences to support intentional development.
- The childminder effectively encourages children to explore mathematical concepts naturally, such as recognising shapes and sizes while building with construction pieces. In the role-play kitchen, children engage with numerals and shapes displayed on pretend pancakes, reinforcing their early mathematical skills in a fun and meaningful way.

- The childminder keeps parents well informed about their children's progress and key events. She shares important information on topics such as online safety and oral hygiene. Parents value the support she provides, particularly with toilet training and encouraging 'fussy eaters' to try a variety of foods. Through regular communication with parents, the childminder strives to align her care and support with the guidance and expectations at home, promoting consistency in children's development.
- The childminder is dedicated to her professional growth. She ensures her mandatory training, including safeguarding and paediatric first aid, is current. Additionally, she actively seeks out further training, such as courses on teaching the prime areas of learning, to enhance her ability to provide high-quality education. As a result, children make good progress from their starting points.
- Children benefit from regular outings in the community, where the childminder supervises them with great care. During these outings, children learn important safety strategies, such as road safety and the importance of not approaching animals that are not on a lead. This helps children understand how to keep themselves safe.
- The childminder thoughtfully incorporates equal access and inclusion into daily practice, ensuring it is deeply embedded in the children's experiences. Children are introduced to diverse cultures, festivals and traditions throughout the year, using music, books, food and outings to foster an awareness and respect for differences. Children develop a broader understanding and appreciation of the diversity in their community and the wider world around them.

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:

- develop a curriculum so that activities have a clear learning intention and the curriculum has greater challenge, particularly for older children
- broaden children's language skills and critical thinking, expanding on ideas that introduce new and more complex vocabulary.

Setting details

Unique reference number	2695713
Local authority	Wirral
Inspection number	10375943
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in the Irby area of Wirral. The childminder operates all year, from 8am to 5pm Tuesday to Thursday and from 8am to 4pm Friday, except for bank holidays and family holidays. She has a level 2 qualification and offers funded educational places.

Information about this inspection

Inspector
Angela Hayward

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting 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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