

Childminder report

Inspection date: 2 April 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 benefit from a nurturing approach to their care and education. The childminder places priority on getting to know and understand the children in her care, as well as their families. She uses her knowledge of each child's individual needs to plan her curriculum. As a result, children benefit from a wide range of interesting experiences and activities that help them to understand the world. This has a positive impact on children's emotional well-being. Children develop a strong sense of self and enjoy secure attachments with the childminder. They are confident, well behaved and motivated to learn.

The childminder plans her curriculum, focusing on children's individual next steps in learning. She uses her observations to inform assessments of what children know and can do, and to identify the skills and knowledge they need to develop. The curriculum helps children to learn new skills, such as in their physical development. Younger children develop strength in their large muscles as they walk, climb and balance on planks. Older children gain skills in their small-muscle movements, such as using tools competently to dig, cut leaves and create potions in the mud kitchen. The childminder's curriculum supports children to gain the skills they need for the next stage of their learning.

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

- The childminder has a strong vision for her setting. Her ethos is centred around children and the unique and individual experiences they arrive with. This informs the childminder's planning, with a focus on giving children opportunities and experiences they may not otherwise have access to. For instance, children attend a regular multi-generational social group. This helps to build children's social skills and helps them to form respectful attitudes as they learn about differences.
- Working in partnership with parents and carers is a strength of the childminder. She values parents as children's first educators and creates a collaborative approach to children's care and learning. The childminder encourages parents to contribute to her assessments, planning and activities. She supports parents to help their children's learning at home with suggestions of activities and support with child development issues. These strong relationships with parents mean that children benefit from a consistent approach to their care and learning.
- The childminder is an excellent role model for positive behaviour. She demonstrates good manners and uses 'please' and 'thank you' with children, which encourages children to do so. The childminder offers support sensitively when children need guidance on how to share resources. This helps children to learn the skills they need to take turns and cooperate with their peers.
- Children are keen, motivated and enthusiastic learners. They are excited by the

learning opportunities on offer. The childminder provides toys and resources that encourage children to engage. Her strong focus on using children's interests to inform her planning works exceptionally well. Children concentrate well as they sort out photos of themselves into pairs. They learn to persevere with more-difficult tasks and laugh in delight when they succeed. All children are well prepared for the next stage of their learning.

- The childminder promotes children's good health well. Children have an array of opportunities to be physically active in the outdoors, including walks around the local village, exploring nature trails and observing animals on the local farm. Children learn about the local area as they explore the different landscapes. They also plant, grow and harvest herbs and vegetables, which they eventually use in healthy recipes. Children learn first hand how to lead healthy lifestyles.
- Generally, the childminder supports children to develop their communications skills. For example, she uses signs to allow all children to communicate and helps children to develop their listening and attention skills. Children hear an abundance of new words as they play and the childminder models good language. However, the childminder does not give children time to respond to the questions she asks. This means that children do not consistently have time to process their thoughts and engage in meaningful back-and-forth conversations.
- The childminder is strikingly passionate about her role. She strives to constantly develop her understanding. The childminder eagerly accesses training and continuous professional development to continue to strengthen her skills. She actively maintains effective working relationships with professionals, including other childminders. This approach creates strong practice, which benefits all children.

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:

- embed strategies further to promote children's communication and language, in particular to help enhance their conversational skills.

Setting details

Unique reference number	2708509
Local authority	Wirral
Inspection number	10376211
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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Birkenhead. The childminder operates during term time, from 8am to 4pm (5pm if required to do so), Monday to Thursday.

Information about this inspection

Inspector
Deborah Magee

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector through written feedback.

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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