

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 places children at the heart of the welcoming and homely environment. Children thoroughly enjoy their time with the childminder and his co-childminder, who are attentive, responsive and deeply caring. The childminder works hard to develop positive relationships with children from the beginning of their time with him. Children show strong bonds with the childminder and are quick to seek out comfort when needed and share their achievements with him. Children benefit from a flexible routine that responds to their changing needs. For instance, the childminder pays close attention to children's behaviour, noticing when they might be hungry, and adapts the routine in response. This helps children feel safe and secure.

There is a very active curriculum in which children benefit from plenty of visits to outdoor spaces such as the local rugby club. The childminder is mindful to support children across all areas of learning at such times. For example, as children enjoy running and kicking a range of balls, he helps them to recognise different shapes. He introduces new vocabulary, such as 'oval' and 'round', by comparing and discussing rugby balls and footballs. This supports children to develop an understanding of early mathematics. This helps to provide children with a good foundation that will support their future learning.

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

- Children behave well and develop positive attitudes towards their learning. The childminder and his co-childminder help children find solutions to their problems. For example, when a child takes a toy from another, the childminder asks children what they might do to solve the problem. This helps children practise what has previously been taught as they communicate their feelings and desires. This helps children develop meaningful friendships.
- Children learn about good hygiene practice through well-established daily routines. They understand the importance of washing their hands before meals. Furthermore, the childminder initiates regular discussions about the importance of good oral health. This helps children to stay fit and well.
- The childminder teaches children about sustainability as part of his educational programme. He supports children to plant a range of vegetables. Children enjoy using tools to harvest them, which helps to build their small-muscle skills. In addition, children build their large muscles pushing a wheelbarrow across uneven surfaces. This helps to support children's physical development.
- The curriculum for communication and language is a real focus. The childminder and his co-childminder consistently introduce new vocabulary as they engage in back-and-forth interactions. For example, as older children try hard to turn on a tap, the childminder uses vocabulary such as 'direction' when explaining how to

'loosen' the tap. He demonstrates how to recognise direction by using his thumb and finger to identify 'left'. Children are developing problem-solving skills as they become confident communicators.

- Partnerships with parents are good. The childminder ensures he maintains regular communication and shares information about children's progress with each parent. In turn, parents share updates about what their children have been doing during holiday periods and any other special occasions. This helps the childminder incorporate new interests or experiences into his curriculum plans. The childminder seeks feedback from parents and children to help him continually adapt and improve his provision. As a result, parents and children feel valued.
- The childminder plans learning experiences that, overall, meet the needs of all children. Older children are very independent learners who select their own activities and play harmoniously together. The childminder is mindful of involving the youngest children and adapts activities to match their needs. However, babies, who are keen to explore, do not consistently benefit from precisely planned experiences to further enhance 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:

- plan even more opportunities for babies to explore and investigate in order to try out their own ideas when playing.

Setting details

Unique reference number	2711733
Local authority	Wirral
Inspection number	10358109
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 Leasowe, in the Metropolitan Borough of Wirral. The childminder works with a co-childminder. His provision operates all year round, from 8am to 6pm, Monday to Friday, except for family holidays. 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.
- Children communicated with the inspector during the inspection.
- 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 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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