

Childminder report

Inspection date: 24 July 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 in the setting have formed strong emotional attachments with the childminder. She creates a warm, safe and nurturing environment, where children feel comfortable and secure. When they arrive, children demonstrate a clear sense of security and belonging as they are welcomed into her home. Throughout the day, the childminder gives lots of positive praise and her warm interactions help to support children's emotional well-being and self-esteem.

The childminder has carefully designed a curriculum that focuses on building children's confidence, communication skills and a love of learning. For example, during an activity linked to a storybook, children explore different fruits, learn new vocabulary and match animals to pictures. Children display positive behaviour and follow the routines well. They show enthusiasm and curiosity during their play and learning. As a result, children are developing positive attitudes towards learning, which supports them in preparation for school.

The childminder uses her understanding of children's starting points to adapt her teaching to meet their individual needs. She carries out regular observations and assessments, which allow her to quickly identify any gaps in learning and provide timely support. She has a good understanding of how to support children with special educational needs and/or disabilities. As a result, all children make good progress and are well prepared for the next stage in their learning.

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

- The childminder has designed a sequenced curriculum to reflect the children's individual needs and interests. Her focus is to help children become confident learners and develop essential skills for their next stage of learning, such as being effective communicators. She supports this by ensuring correct pronunciation and by introducing new vocabulary, such as 'bigger' and 'smaller', when completing a jigsaw. The children demonstrate good speaking and listening skills for their age.
- The childminder provides some opportunities to be independent, such as choosing resources or putting items into the bin. However, at times, she completes tasks for children instead of encouraging them to try for themselves. For example, she gets tissues and wipes children's noses for them instead of encouraging them to try first. This limits children's chances to build their independence skills.
- The childminder has strong partnerships with parents and provides them with regular updates about their child's learning. When children start, she collects relevant information from them. Parents comment they feel reassured by the childminder's support and value the advice she offers so they can continue their

child's development at home.

- Children know the routines and rules of the day. The childminder has high expectations for children's behaviour and reinforces these through clear, age-appropriate boundaries. For example, she encourages young children to help tidy away toys and not run inside so they do not trip over and harm themselves. This keeps children safe, and they know what is expected of them.
- Children enjoy completing jigsaws and learn mathematical vocabulary, such as 'corner'. The childminder occasionally brings numbers and counting into children's play. However, this is not consistent throughout everyday routines and activities. For example, children are not encouraged to count objects during everyday tasks. As a result, children have fewer opportunities to deepen their understanding of number.
- The childminder teaches the children about various traditions, including Chinese New Year and Diwali. They enjoy playing with multicultural dolls and sharing stories from around the world. She provides opportunities for children to taste foods from other countries, helping them to learn about different cultures and communities.
- Children learn how to keep themselves healthy, they wash their hands before eating and are encouraged to drink water. They visit local parks, farms and play groups, providing plenty of opportunities for fresh air and to develop their gross motor skills.
- The childminder is committed to keeping her knowledge and skills up to date. For instance, she attends relevant training and regularly seeks advice from other early years professionals. She reflects on her environment and makes changes to ensure the resources best reflect current interests and needs of the children. This means that children benefit from a well-informed learning environment and they remain motivated to learn.

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:

- increase opportunities for children to carry out tasks independently to further develop their independence skills
- strengthen teaching so that numbers and counting are consistently embedded throughout daily routines and activities.

Setting details

Unique reference number	2735169
Local authority	Wirral
Inspection number	10407510
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 2
Total number of places	3
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Wallasey. She operates all year round from 8am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. She provides government funded early education.

Information about this inspection

Inspector

Jayne Renshaw

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out a joint observation with the childminder and took account of her reflections.
- The inspector observed the interactions between the childminder and the children.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.

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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