

Childminder report

Inspection date: 27 August 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 creates a calm and friendly environment. Children are happy and settled. They demonstrate that they thoroughly enjoy spending time at the childminder's home. The childminder builds strong bonds with children. She stays close by to children that may need reassurance and provides them with an abundance of encouragement and praise. This helps children to feel safe and secure. Children behave well. They are kind and helpful. For example, older children help the childminder to put babies socks on before they go outside. The childminder is a positive role model and has high expectations of all children. She supports children to take turns with the resources and to use their manners.

The childminder creates a broad and balanced curriculum for all children. She recognises the different experiences children arrive at her setting with. The childminder has a firm understanding of where children are up to in their development. She plans appropriate next steps in their learning. Children are excited to take part in activities and show positive attitudes to learning. All children, including those with special educational needs and/or disabilities (SEND) make good progress from their starting points.

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

- The childminder plans copious opportunities to develop children's growing independence. For example, babies feed themselves at mealtimes. Older children pour their own drinks and wipe the table clean when they have finished eating. The outdoor learning environment has been carefully planned. This allows children to access the resources by themselves, to further promote their independence. Children show high levels of perseverance. For example, they keep trying to put their puddle suits on by themselves. Children show a great sense of pride in the activities they can complete by themselves.
- Overall, the curriculum for communication and language is implemented well. The childminder engages in back and forth conversations with older children. She ask older children questions to determine their understanding. However, the childminder does not consistently promote babies communication skills. For example, the childminder does not always consider babies stage of development when she introduces more complex sounds and words. This sometimes prevents babies from developing their language skills further.
- There is a strong focus on promoting children's emotional wellbeing. The childminder talks to children about different feelings. Children look closely at emotion cards and decide if they are frightened, happy or sad. They practise making faces in mirrors to represent different emotions. Children are learning to regulate their own emotions. This helps children to understand more about their own feelings and how to express them appropriately.

- The childminder promotes diversity well. She celebrates a range of festivals. For example, children benefit from trips to China town and enjoy a banquet to celebrate Chinese New Year. The childminder teaches children about the dynamics of different families and celebrates what makes each child unique. This helps children understand similarities and differences between themselves and others.
- The childminder takes children on a variety of outings. For example, they go on public transport to visit museums. The childminder takes children to the beach and woods. She attends play groups with other childminders. This provides children with opportunities to socialise with larger groups of children.
- Partnerships with parents are strong. Parents are complimentary about the range of trips the childminder takes children on. The childminder keeps parents regularly updated about children's next steps. However, she does not routinely share information about children's development with other settings children attend to provide further continuity in their learning.
- Children with special educational needs and/or disabilities are supported well. The childminder works closely with parents and other professionals, when required. She follows their guidance and advice. This helps to ensure all children's needs are met effectively.
- The curriculum for mathematics is implemented well. For example, the childminder encourages children to estimate as they squeeze coloured water from bottles into tea pots. She supports children to count the number of scoops as they fill up jars with water. Opportunities such as these help to develop children's mathematical skills.

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:

- enhance strategies to support younger children's language development further
- build stronger relationships with other settings children attend to provide greater continuity in their care and learning.

Setting details

Unique reference number	2758065
Local authority	Wirral
Inspection number	10349525
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 2023 and lives in Moreton, Wirral. She operates all year round, from 8am until 6pm, Monday to Friday except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Olivia Barnes

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with the childminder.
- The childminder and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of the childminder's suitability, training record and safeguarding documents.
- The inspector took account of written feedback provided by parents.

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

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