

Childminder report

Inspection date: 11 September 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
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 provides a warm and welcoming home from home environment for the children. Children arrive at the setting, hang up their coats and then independently take off their own shoes. They make their way happily into the play room, keen to start their day. As a result of these well embedded routines, children display high levels of confidence and are relaxed and settled.

The childminder has developed a curriculum which supports children to be confident and emotionally prepared for their move to pre-school and school. There is a strong focus on children's independence and allowing children to make sensible choices for themselves. Children thrive in the positive, 'can-do' environment. Children choose what they want to play with and put toys away after they have finished. This demonstrates the high expectations of children, which are clearly understood by all.

Children enjoy working co-operatively to build a pretend village out of building blocks. When playing, they notice that one of their friends does not have enough bricks. Without prompting, they kindly say 'there you are' and give some of the bricks to the other child. This shows how children are well supported to be kind and thoughtful towards others and how they are learning to think for themselves.

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

- The childminder carefully plans a range of activities for the children, based on their starting points and next steps. Children enjoy developing their physical skills as they make a collage of their faces out of cardboard shapes and beads. They use tongs to pick up the shapes and beads out of a basket. However, occasionally, the childminder does not ensure that children are supported with all the resources which they need. At these times children do not make as much progress as possible.
- The childminder and her co-childminder provide an exceptional range of experiences for the children. Children enjoy taking part in a wide range of thoughtfully planned trips, which enhance the curriculum. They collect piles of sticks on a trip to the woods and make a log pile house as part of a re-telling of 'The Gruffalo' story. Children listen to the story being told underneath the shade of the trees. This helps to develop their imagination and supports an early love of books.
- The childminder has formed a close partnership with a nearby home for older people. The children visit the home regularly and take part in activities such as craft sessions with the staff and residents. They sing to the residents as part of a children's concert and distribute gifts along with their parents at Christmas. This develops children's understanding and respect for people of different ages and

the wider community.

- The children are taught about diversity and communities beyond their own. They are encouraged to try a wide variety of international foods. The childminder collects information from parents about festivals which are important to their families. These festivals are then celebrated with all the children in the setting. This supports children to understand and appreciate diversity and also what they have in common with their friends.
- The childminder is passionate in supporting children to learn about healthy foods. She works with a nutritionist to ensure that the home cooked meals and snacks are balanced and healthy. Children are sensitively supported and encouraged to try new foods from a variety of cultures. Vegetables are left deliberately 'chunky' in the food. The childminder points out the vegetables in the meals and ensures that children understand what they are eating. This supports children to learn how to make healthy food choices.
- Children enthusiastically eat appetising dishes of pasta and sauce and help themselves from a platter of fruit. They confidently clear away their dishes and cutlery when they have finished and help themselves to a drink when they are thirsty. This shows how children are supported to be extremely independent in managing their own needs.
- The childminder regularly evaluates her provision to identify ways she can make things better for the children in her care. She undertakes regular targeted training to keep her knowledge up to date and to refresh her skills. This enables her to further develop her understanding of how young children learn and develop.
- Parents report that they work in a strong partnership with the childminder. They say that their children benefit from the exciting range of outings, visits and experiences which the childminder offers. Parents appreciate the frequent updates and pictures about their child's progress and the activities that they take part in. This enables them to continue the learning at home.

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:

- refine the organisation of resources within activities to consistently support the learning intent for children.

Setting details

Unique reference number	2758179
Local authority	Wirral
Inspection number	10349694
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Wirral. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works with another childminder. The setting provides funded early education for two-, three-and four-year-old children

Information about this inspection

Inspector

Sarah Gower-Jones

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their EYFS curriculum.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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