

Childminder report

Inspection date: 9 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

Children benefit greatly from the childminder's warm and caring approach. Those who are new settle with ease and quickly make friends with their peers. They demonstrate close bonds with the childminder and regularly seek her out for cuddles when they need reassurance. The childminder gathers a range of information from parents and other professionals prior to children starting at the setting. This helps her to gain a thorough knowledge of children's specific needs, interests and routines at home. She uses these details to understand and meet children's care needs well. For example, the childminder is quick to notice when babies are tired or hungry. Children demonstrate that they feel safe and secure in the childminder's care.

The childminder creates an ambitious curriculum that meets the needs of all children. She knows the children very well and plans exciting opportunities to extend their learning through play. For example, she creates activities using their favourite toys and a range of dry cereals to entice children into sensory play and exploration.

The childminder is an excellent role model. She provides lots of praise for children's efforts and achievements. Consequently, children behave well. When on occasion children become over-excited or forget their manners, she sensitively reminds them of how their actions affect others and of the importance of being kind. She fully understands the importance of building children's confidence and self-esteem to support their future learning.

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

- The experienced childminder has created a warm and welcoming environment where children are comfortable and confident to independently explore the range of resources on offer. Children benefit from fresh air and exercise as they spend time outdoors in the childminder's well-resourced garden. They have many opportunities to develop their physical skills. For example, children show enjoyment as they ride on wheeled toys, push prams and use paints to make marks.
- Overall, the childminder sets out clear boundaries and expectations. However, at times, the childminder does not give children sufficient time to understand and prepare for what is happening next in their daily routine. This means that on some occasions they become frustrated and reluctant to comply with the childminder's requests.
- The childminder reflects on her practice and understands the value of continued professional development. She considers the needs of children and actively targets training that will enable her to build on her teaching skills further. For

example, following a communication and language course, the childminder implemented a range of strategies, such as using pictures, the tone of her voice and offering children simple choices, to extend children's developing communication skills even further.

- The childminder plans a wide range of outings and real-life experiences to enhance learning opportunities even further. For example, children participate in museum trips to learn about bees and then plant seeds to attract bees into their own gardens. Children benefit from meeting people from their community and learning about what they do. For example, during a visit from the fire service, children met the fire fighters and climbed into the fire engine. This helps to support children's understanding of their community and people who help them.
- The childminder uses many opportunities to weave mathematical concepts into children's routines and play. For example, she explains how the crumpets children eat for snacks are cut into quarters. The childminder encourages children to count how many spines are on a hedgehog when completing an activity. Younger children enjoy joining in with counting rhymes and identifying colours. This supports children's developing mathematical skills.
- The childminder builds meaningful bonds with parents. Parents are well informed of what children have enjoyed during the day. The childminder completes regular assessments of children's learning and shares this with parents. Furthermore, she provides ideas and resources to help parents to continue children's learning at home. This helps to ensure consistency in the care and education that children receive. Parents praise the opportunities given to their children and comment that the setting is a 'home away from 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:

- support children to understand the routines of the day and help them prepare for transitions so that they remain fully engaged in their learning.

Setting details

Unique reference number	2758625
Local authority	Wirral
Inspection number	10349526
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 5
Total number of places	12
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was previously registered with a childminder agency between 2021 and 2023 and registered with Ofsted in 2023. The childminder lives in Moreton, in the Wirral. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kerry Maddock

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 foundation stage curriculum.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of interactions between the childminder and children both indoors and outdoors.
- The inspector viewed a sample of documentation, including evidence of the suitability of those living on the premises.
- The inspector and childminder carried out a joint observation of an activity to assess the quality of teaching.
- The inspector considered the written feedback from 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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