

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

Children and parents receive a friendly and cheerful welcome when they arrive at the childminder's house. Children separate easily from their parents and quickly settle down in the play room, choosing from a carefully selected range of toys. Children have a warm and positive relationship with the childminder, who clearly enjoys her time with them. Children are happy and confident due to these well understood routines and strong relationships.

The childminder has a well thought through curriculum, which has an emphasis on developing children's independence, self-care and emotional security. Children tell the childminder that they want to play with a different toy. They are supported and encouraged to open the cupboard, look what is available and make their own choice. Older children go to the toilet and wash their hands independently, proudly telling everyone about their achievements. The childminder is full of praise and encouragement as she gives them a star sticker. This demonstrates children's well-developed independence and confidence.

Children behave very well in the setting. They are kind to others and happily share toys and books. At snack time, they sit at their named place and chat with their friends. They politely wait for their turn to choose fruit from a platter. They helpfully put their bowls in the sink when they have finished. This shows the high expectations which the childminder has of the children, which they clearly understand.

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

- Overall, communication and language skills are well developed at the setting. When children are playing with a wooden building set, the childminder takes every opportunity to encourage the children to talk about what they are building. She gives them plenty of time to respond and ensures that less confident children also take part in the discussion. However, occasionally, the choice of activity does not support children's speaking and listening skills as effectively. At these times children's progress is less secure.
- The childminder and her co-childminder plan a highly imaginative and exciting range of experiences for the children. The trips and visits are always carefully considered and are a key part of the curriculum. Children travel on trains, trams, boats and buses. They speak excitedly about travelling by train to a museum and enjoy a trip to the beach to enhance their understanding of a story. They collect items from the beach to make a pretend medicine from the book and listen to the story as part of the trip. This rich set of high-quality experiences effectively enhance children's learning about the world around them.
- The childminder thoughtfully supports children to gain a good understanding of

both their local community and communities further afield. Children excitedly point to pictures of their homes which are displayed on the wall. They discuss who lives where and identify similarities and differences between the homes. Children learn about celebrations which are important to other children in the setting. They are encouraged and supported to be adventurous in trying food from other parts of the world during the regular themed food weeks. This ambitious curriculum is highly effective in developing children's understanding of the world.

- Children are well supported to develop a love of books. Older children choose a book and are spellbound when listening to the childminder tell the story. They look at the pictures and characters in the book with interest, discussing whether one of the characters is a mole or a mouse. Younger children are also given the opportunity to choose a book. All the children enjoy the familiar story, predicting the next page and laughing as they take turns lifting the flaps to reveal the animals underneath. This supports children to develop their early literacy skills well.
- Children have great fun singing rhymes and songs together. They count along with the childminder as they sing a nursery rhyme and point to different body parts as they join in with a song. They pretend to be 'sleeping bunnies' lying on the floor and squeal with excitement as jump up and down on the spot as they wake up. They enjoy the song so much that they ask the childminder to 'play it again'. These activities help to increase children's awareness of rhythm and rhyme and to develop their physical skills.
- The childminder is reflective of the care and learning which she provides. She offers regular feedback opportunities to parents in order to gather their opinions. She attends additional training to ensure that her skills and knowledge are kept up to date. This enables her to constantly improve what she offers to the children.
- Parents speak highly of the childminder. They comment on her caring attitude and the good progress their children make during the time they spend with her. Parents comment on the regular feedback they receive about their children's learning. They are highly appreciative of the exceptional range of outings and visits saying that they encourage children to be 'brave' and confident.

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:

- further strengthen the planning of activities, to ensure that they consistently support the learning intent to meet children's needs.

Setting details

Unique reference number	2758662
Local authority	Wirral
Inspection number	10349695
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in December 2023 and lives in Birkenhead, Wirral. She operates all year round from 8am to 5pm Monday to Thursday, except for bank holidays and family holidays.

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their EYFS curriculum.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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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