

# Childminder report

---

Inspection date:

14 September 2023

---

**Overall effectiveness**

**Good**

---

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Requires improvement

## What is it like to attend this early years setting?

### The provision is good

Children have formed extremely strong bonds with the caring childminder. The childminder recognises the importance of nurturing relationships to help children feel secure. She is responsive to the needs of the children. For example, she adapts the routine when children are tired to allow their needs to be prioritised. As babies catch a glimpse of the childminder's reflection in the mirror, they beam with excitement and enjoy cuddles together. The childminder ensures that children feel safe and secure, and this helps them to be ready to learn.

The gentle-natured childminder is very calm in her approach to supporting children's emotional well-being. She has established routines and expectations that children understand and follow. Children who speak English as an additional language are supported with visual cues to help their understanding of what is happening now and what is going to happen next. The childminder promotes respect for other people. She encourages families to share their own cultural backgrounds and differences. Children are learning to respect other people and are gaining an understanding of the world around them.

Children benefit from the exciting learning experiences that capture their interests. Children are imaginative, and they show good levels of curiosity as they fill up cups and offer the childminder 'tea' outside. Children use a mirror to admire themselves as they put on sunglasses and jewellery. Children are motivated to explore. They have fun, and they make good progress in their learning.

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

- The childminder has addressed the weaknesses raised at the last inspection. She has embraced professional development opportunities and has developed a sequenced curriculum across all areas of learning. Overall, she implements this well. The childminder places high importance on supporting children's communication and language skills. She engages children in lots of conversations and uses resources, such as toy phones, to encourage talk. However, at times, she asks lots of questions in quick succession. This means that children do not have the time they need to think and to formulate their thoughts into a response.
- Children develop a love of stories. The childminder provides a wide variety of books for children to enjoy. She encourages children to talk about their own experiences. For example, as she sees a picture of a beach, she reminds the children of the time that they went to the beach. The childminder takes the children on regular outings to the local library. They select books to take home and enjoy with their families. These experiences support children's love of early reading.

- The childminder provides children with continuous opportunities to develop independence. Children collect their own plates before snack time. They peel their own fruit and put the peel in the bin. Children are encouraged to have a go at putting on their own aprons before they paint. These experiences help to support children to be confident in their own abilities.
- The childminder is committed to promoting children's good health and hygiene. She provides them with healthy snacks throughout the day. The childminder reminds children that drinking water is good for their bodies. She talks to them about the importance of handwashing and teaches them a special song to sing as they wash their hands. Children are developing an understanding of leading healthy lifestyles.
- Since the last inspection, the childminder has strengthened partnerships with parents. She gathers information from parents on entry about what children know and can do. She ensures that parents are provided with regular opportunities to discuss their child's development and shares ideas of how they can support their child at home. Parents describe the childminder as 'thoughtful' and 'kind'. They state that the childminder has had a particularly positive impact on their children's speech development.
- The childminder has established good relationships with other settings where children attend and local schools. She shares information about individual children's learning. She supports children to feel emotionally prepared for the transition to school and provides teachers with a wealth of information about children's personalities and development. These established links help to support smooth transitions for children and continuity in their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her safeguarding responsibilities. She is aware of the signs that may suggest a child is at risk of harm. The childminder understands the procedure to follow if she has any concerns about a child's safety and what to do if allegations are made against herself or a household member. She has robust procedures in place for reporting on accidents and incidents. The childminder teaches children how to keep themselves safe. For example, she talks about the importance of sitting down when eating to reduce the risk of choking.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- implement the curriculum for communication and language development more effectively, to support all children to make the best possible progress.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 306175                                                                            |
| <b>Local authority</b>                             | Wirral                                                                            |
| <b>Inspection number</b>                           | 10259545                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 28 September 2022                                                                 |

## Information about this early years setting

The childminder registered in 1998 and lives in Bebington. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a qualification at level 3.

## Information about this inspection

### Inspector

Rebecca Weston

### Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together of all areas of the nursery, and they discussed the early years foundation stage curriculum.
- Parents shared their written views of the childminder with the inspector.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The childminder showed the inspector the premises, and they discussed how the childminder ensures that the premises are safe and suitable.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023