

Childminder report

Inspection date: 14 February 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy at the childminder's home. They greet the inspector with a big smile and giggle as they enthusiastically play a tune for her on their percussion instruments. This demonstrates that they feel very safe and secure. The childminder has high expectations for children and is keen to help them to achieve the highest possible outcomes. She knows children extremely well and talks in detail about how she supports them to learn what they need to know next. For example, she uses younger children's love of books to help them to develop their early language skills. Children sit and listen extremely attentively as the childminder reads the story. They begin to learn how books work as they take turns to flip the pages over. Children respond to the childminder's clear instructions. For example, they point to objects in the book and clap in delight when they identify them correctly. Children are highly motivated, confident and keen to learn more. Even younger children extend their own learning. For example, they later access the book independently and 'read' the story to their friends. This demonstrates how they consolidate their learning. The childminder challenges older children to make up their own story using puppets.

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

- Children are exceptionally independent. The childminder teaches children to use a knife and fork appropriately from a very early age. For example, toddlers confidently chop bananas. Older children coordinate the knife and fork to eat salad. The childminder works closely with parents to help children to make healthy food choices at home. This helps children to hear consistently clear messages about the importance of a healthy diet. The childminder thinks of fun ways to help children to follow robust hygiene procedures. For example, she has purchased soap dispensers that play a familiar nursery rhyme when pressed. Children eagerly stand on the step to reach it and wash their hands as they listen to the song.
- Children enjoy extensive opportunities to learn about the world around them. For example, they enjoy frequent visits to facilities in the local community, such as woods and parks. Children gather stones and leaves and bring their treasures back to the childminder's garden to explore them further. The childminder takes children to visit animal sanctuaries. This helps them to learn how to respect and care for animals. Children benefit from trips further afield, such as to museums, to broaden their experiences.
- The childminder provides a highly stimulating environment to ignite children's interest in learning. For example, indoors, she has placed rugs on the floor that display letters and numbers. Children enjoy following the childminder's instructions, such as to 'stand on number two'. This helps them to explore early mathematical concepts. Children have many opportunities to develop their early

mark-making skills. For instance, indoors, they independently access chalk and chalk boards. Outdoors, children enjoy painting on see-through plastic.

- Children show kindness to others and demonstrate an excellent understanding of fairness. For example, children play cooperatively together. Even toddlers pass their friends toys without prompting to include them in their play. Children also respect that sometimes their friends may not want to play the same game as them. Children are keen to include the inspector at snack time and bring her a drink of water. As children look in the mirror to wipe their face, the childminder discusses their facial features. This helps children to learn that children all look different.
- Children have extremely positive attitudes to learning. For example, they independently find the same toys as the ones they have seen in the story earlier, such as stacking cups. The childminder models counting as younger children practise balancing the cups on top of each other. They giggle when their towers fall and show perseverance as they try again. This helps them to build high levels of resilience.
- The experienced childminder is keen to continue to raise the excellent quality of education even further. For example, she networks with other childminders to keep her practice fresh. The childminder has highly effective systems for monitoring children's learning. She is alert to any areas where children may be at risk of falling behind. The childminder promptly raises her concerns with parents and other professionals. In addition, she actively seeks further training to help her to support children to catch up. For example, she has recently invested in an online training app. She talks positively about a recent webinar concerning supporting children to develop early language skills. The childminder shares the knowledge gained with parents to develop a consistent approach. This highly successful, collaborative working supports all children to make excellent progress. Parents describe the childminder as extremely supportive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to keep children safe. She regularly attends safeguarding training to ensure that she is up to date with any changes in local procedures. The childminder knows the children in her care and their families well. She is alert to the struggles that some families face in their day-to-day lives and works effectively with appropriate professionals to support them. The childminder provides parents with guidance to help them to teach children ways to keep themselves safe when using online technology. The childminder's robust policies and procedures support children to play and learn in a safe environment.

Setting details

Unique reference number	306313
Local authority	Wirral
Inspection number	10128956
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	24 June 2016

Information about this early years setting

The childminder registered in 1994 and lives in Upton, Wirral. She operates Monday to Friday from 8am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 4. She offers funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Smith

Inspection activities

- The inspector observed the childminder interacting with children during activities. She discussed the quality of teaching and the impact on children's learning.
- The inspector interacted with children at various points during the inspection.
- The childminder showed the inspector around her home. The inspector looked at the range of resources available for children's use and discussed how these support children's learning.
- The inspector examined a sample of relevant documents and evidence of suitability of people living in the household.
- The childminder talked to the inspector about children's learning and progress, including children's interests and next steps.
- Parents provided written testimonials. The inspector read these and took them into account.

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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