

Childminder report

Inspection date: 24 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, and they enjoy spending time here. They have formed close bonds with the childminder and respond positively to her. Children are confident communicators. They excitedly recall the animals they saw on their trip to the zoo. Children smile with delight as they move around the room like the animals. They demonstrate that they feel safe and secure.

Children behave well. They are kind and caring to their peers. For example, they say 'good boy' to their friends when they complete activities. The childminder is a positive role model. She has high expectations of all children. Children learn to take turns and to share the resources from an early age. They are excited to explore their environment, and children gain positive attitudes to learning.

The curriculum is helping children to make good progress. The childminder knows the skills children arrive at her setting with and what they need to develop. Children learn about their feelings from a young age. They talk to the childminder about how people are feeling in stories after looking at their expressions in the pictures. They practise pulling faces in mirrors to represent different emotions. This helps to promote children's emotional development.

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

- The childminder understands where children are up to in their development. She observes and assesses their development. The childminder promotes children's learning throughout the day. However, not all activities are organised effectively to ensure that children of different ages and abilities can fully participate.
- Children benefit from a range of interesting outings. For example, they go to the zoo, museums, local parks and attend music classes. Children have opportunities to mix with larger groups of children at childminder groups. This helps to promote children's social development.
- Children's language skills are promoted well. The childminder models talking in full sentences. She introduces children to new vocabulary as she plays with them. Toddlers enjoy singing nursery rhymes and joining in with action songs. This helps to promote children's communication skills.
- Children's mathematical development is promoted well. For example, the childminder introduces the words 'smaller' and 'bigger' as children compare sizes of play dough shapes. The childminder helps children to recognise colours and shapes within their environment. They count out how many legs the caterpillar has together. These opportunities help to promote children's mathematical development.
- Children show an awareness of routine. They know what is happening next before the childminder has given the instruction. For example, children sit down

at the table, ready for snack time when they begin to feel hungry. However, occasionally, the childminder does not manage transition times effectively. This sometimes means that children are waiting for extended periods of time before the next task begins and they become disengaged.

- Parents are happy with the care and service that are provided. They praise the childminder for the good communication links she has with home. Parents are thankful for the variety of trips the childminder takes children on. The childminder shares daily information with parents about children's learning and development. This helps to provide continuity in children's learning.
- The childminder is proactive in accessing professional development opportunities. She attends a wide variety of courses that help to support the children in her care. For example, she completes training to further develop children's language development.
- Children behave well. They listen to the childminder's instructions and follow them well. The childminder teaches children to share the resources. She ensures that there are clear rules and boundaries in place. For example, children know they do not climb on the furniture. This helps to teach children how to keep themselves safe.
- Children learn some independence skills. For example, they take their own shoes off and hang their belongings on their pegs when they arrive in the morning. However, the childminder does not always use daily routines, such as snack time, to fully extend children's growing independence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her safeguarding responsibilities and of local safeguarding partnership procedures. She recognises the signs of abuse and knows how to respond to any concerns she may have about children in her care. The childminder knows how to respond should there be any allegations made towards her. She attends regular safeguarding training to keep her knowledge current. She helps children to learn about keeping themselves safe. For example, she teaches children about road safety when they go on their outings. The childminder practises fire evacuation drills with children, so they know what to do in an emergency.

What does the setting need to do to improve?

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

- ensure that all activities are differentiated to allow younger children to fully take part
- strengthen tidy-up-time arrangements so that children are not waiting too long before activities start

- develop further opportunities that enhance children's growing independence.

Setting details

Unique reference number	306333
Local authority	Wirral
Inspection number	10305273
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 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	16 February 2018

Information about this early years setting

The childminder registered in 1993 and lives in Wirral, Merseyside. The childminder operates all year round, from 8am to 5.30pm, Monday to Friday, except during bank holidays and family holidays. The childminder has an early years qualification at level 4.

Information about this inspection

Inspector

Olivia Barnes

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 quality of education was observed, and the inspector assessed the impact this has on children's learning.
- The inspector and the childminder completed a learning walk and discussed the intent of the curriculum.
- The childminder and the inspector evaluated an activity together.
- The childminder provided the inspector with a sample of key documentation on request.
- Children were spoken to when appropriate.
- The childminder and the inspector held ongoing discussions throughout the inspection.
- The inspector took account of parents' views about the childminder's setting.

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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