

Childminder report

Inspection date:

7 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children form secure attachments with this kind and caring childminder. They thrive on praise and individual attention. The childminder understands the needs of the children well and recognises when they need a cuddle or extra reassurance. The childminder is a positive role model. She has high expectations of all children and sets clear boundaries. For example, she encourages children to be patient and teaches the use of good manners. As a result, children develop a positive attitude to learning and are well behaved. Children enjoy spending time outside and have many opportunities to practise their physical skills. For example, as they ride on wheeled toys, climb on apparatus and kick balls.

The childminder is aware that due to the COVID-19 pandemic, some children have had fewer opportunities to mix with other people, apart from family members. Because of this, she takes children to playgroups where they have opportunities to develop their social skills with other children. Children make good progress from their starting points. They are learning to be independent and are developing the key skills needed for their future learning. For example, children confidently choose what they would like to play with and are adept at putting on their own coats and shoes.

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

- The childminder knows the children well. Overall, she uses this knowledge well and provides a curriculum that builds on children's interests and supports them to make good progress. However, the childminder does not always consistently develop their literacy skills. For example, children do not have the opportunity to explore books on a daily basis. Therefore, children's literacy skills are not consistently promoted.
- There is a strong focus on learning about the natural world. Children enjoy visits to the local urban farm and confidently recall past learning. For example, children speak animatedly about the animals they have seen and what foods each animal likes to eat. This helps to support children's understanding of the world around them.
- The childminder places a strong emphasis on promoting children's communication and language skills. For example, she allows time for children to think and respond to questions. The childminder repeats words that children use so that they can hear the correct pronunciation. This supports children's early speaking skills.
- Mathematical development is a key strength of the childminder. For example, while on a walk the childminder supports children to count animals and compare the size of sticks. Children are eager to explore the differences in the size and depth of dinosaur foot prints that they have made in sand. Therefore, children's

early mathematical skills are promoted well.

- The childminder monitors children's development regularly and shares this information with parents and health visitors. Any gaps in learning are identified and effective strategies are put in place. This means that areas for development are quickly identified and enable children to make good progress.
- Communication between parents and the childminder are effective. Information about what the children have enjoyed each day is shared through daily conversations. Parents praise the childminder's flexibility and her caring nature. They comment that the childminder is like 'extended family' and that they, 'couldn't have found a better childminder'.
- The childminder is reflective on her practice and knows what she would like to do next. For example she attends mandatory training such as paediatric-first aid. However, she does not focus her own professional development precisely enough, to help her further develop her own knowledge and skills.
- The childminder maintains good standards of hygiene. Children are learning how to keep themselves healthy. For example, they understand the importance of washing their hands before meals and after playing outside. Food is nutritious and well balanced. Therefore, children's good health and well-being are promoted well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the possible signs and symptoms that indicate a child may be at risk of abuse. She is aware of the local procedures she must follow to report any child protection concerns. In the event that an allegation is made against her, the childminder knows the procedures she must follow to report these concerns. The childminder supports children's understanding of how to keep themselves safe and how to manage risks safely. For example, children are reminded to cross the road safely and consider what might happen if they jump from a height. The childminder is vigilant and regularly assesses her home for risks. This helps to ensure children's safety.

What does the setting need to do to improve?

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

- consider ways to provide daily opportunities for children to practice their early reading skills
- target professional development more precisely to raise the quality of teaching to the highest level.

Setting details

Unique reference number	EY224912
Local authority	Wirral
Inspection number	10231720
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	2 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	8 September 2016

Information about this early years setting

The childminder was registered in 2003 and lives in Birkenhead. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Kerry Maddock

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 showed the inspector around the areas used for childminding and explained how she plans her curriculum.
- The inspector observed children playing and evaluated the impact of the childminder's interactions on children's learning.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- Parents provided written feedback on their views of the childminding service.
- The inspector viewed a range of documentation, including those relating to the childminder's suitability.

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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