

# Childminder report

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Inspection date: 18 May 2023

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

Children show that they feel safe and secure with this childminder, who creates a home-from-home environment. They have a warm relationship, and they enjoy hugs and cuddles with her. Children respond to her interactions with smiles as they lean in to read a book together.

The childminder uses the natural environment to stimulate children's imagination and curiosity. For example, during a walk to the park, the childminder recalls the cherry blossom falling from the trees. She describes the sound of the magpie squawking, suggesting that it might be calling for its friends. The childminder engages children in high-quality and meaningful conversations that extend their vocabulary. For example, when children are playing with the toy farm, the childminder introduces new words, such as 'turnip', 'radish' and 'wheelbarrow'. The play ends in a fit of giggles, following which the childminder and the children exclaim, 'Hilarious!'

Children's behaviour is exemplary. The childminder provides children with much attention, praise and encouragement. Children's self-esteem and confidence are increasing.

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

- Children are making sense of the world around them. For example, when they are outside, the childminder talks to the children about the different types of birds and ducks. Children learn to recognise the male and females from the colours of their feathers. Furthermore, the childminder explains how the baby ducks stay close to their parents. She reminds the children that they need to stay close to her too while they are in the park. This helps children learn how to stay safe.
- The childminder has a good awareness of children's emotional needs, and she knows the children well. For example, she sensitively observes children's non-verbal cues and body language, understanding when they do not want to engage in play. The childminder models respectful behaviour. This helps children feel safe to share their feelings and builds on their self-confidence.
- Children learn about keeping healthy. They enjoy home-cooked healthy meals and snacks, which include a wide range of fruit and vegetables. The childminder takes children on daily walks to the park. They skilfully climb large play equipment, which helps to develop their small- and large-muscle strength.
- The childminder weaves mathematics into the daily activities and routines of the setting. For example, children count to 10 when they climb the steps on the climbing frame and the stairs in the hall. Children are supported to name the colours, shape and size of their fruit during snack time. This helps children to

develop their foundation skills well in order to support the next steps in their learning.

- The childminder has long-standing relationships with the local pre-school and primary school. The childminder shares information with them about the children's developmental progress. However, the childminder has not yet developed a robust way to rigorously monitor children's development across all areas of the curriculum. This means she does not have a consistently good overview of the impact of her teaching, to help children make the best progress possible.
- Parents speak highly of the childminder. On the day of the inspection, the inspector viewed the many thank you cards and letters from children and their parents. Comments included, 'A thousand thank yous from the bottom of our hearts,' and 'It's so reassuring to know your child is happy, safe and content.'

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep all children in her care safe from harm. She is confident in her knowledge of how to recognise signs and symptoms of abuse. The childminder has a good knowledge of child protection issues and knows how to identify the possible signs of abuse and neglect. She also knows how to report any concerns. This includes the action the childminder should take if she has any concerns about a child or if an allegation is made against her. She completes regular safeguarding training to ensure her knowledge is up to date. The childminder holds a current paediatric first-aid certificate and has effective systems to record and monitor accidents.

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

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

- improve processes for monitoring children's development to help all children make the best progress.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY250920                                                                          |
| <b>Local authority</b>                             | Wirral                                                                            |
| <b>Inspection number</b>                           | 10265384                                                                          |
| <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> | 3 to 11                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 13                                                                                |
| <b>Date of previous inspection</b>                 | 5 June 2017                                                                       |

## Information about this early years setting

The childminder registered in 2003 and lives in West Kirby, Wirral. She operates all year round, from 8am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3 and occasionally works with assistants.

## Information about this inspection

**Inspector**  
Anita Dunn

### 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 the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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