

Childminder report

Inspection date: 3 November 2022

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

The provision is good

The professional and well-organised childminder provides a welcoming and loving environment for children. She has created close bonds with them. Children cuddle up to the childminder when they need reassurance. They demonstrate that they feel safe and secure here. Children are happy and they settle extremely quickly. The childminder has high expectations of all children. She is a positive role model. The childminder consistently encourages children to use their manners. She takes children on a wide range of daily outings. For example, children go to the zoo, boat museum and local farms. This helps children learn more about the wider world.

Children's behaviour is very good. They play harmoniously together, sharing the toys and resources. Older children are kind and considerate. They help younger children to wash their hands. The childminder plans activities that excite and interest children. This helps children gain positive attitudes to learning. There is a strong focus on helping children recognise their own emotions. The childminder encourages children to talk about how they are feeling and how their behaviour can make others feel. She discusses how characters may be feeling in stories. This helps children make very good progress with their emotional development.

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

- The childminder teaches children about other cultures. She celebrates a range of festivals with them. The childminder teaches children about the dynamics of different families. Children excitedly talk about their family as they look at the photos on the family wall. This helps children gain a deeper understanding about people and communities that may be different to their own.
- The childminder establishes positive relationships with parents. She involves them in the evaluations of her setting and regularly shares ideas of how parents can continue learning at home. The childminder follows advice from health specialists and implements agreed strategies. This fosters continuity of care and learning for children.
- The childminder provides opportunities that support children's growing independence. For example, children are encouraged to wipe their own nose and put their tissues into the bin. Children learn how to put their own coat on. These opportunities help to prepare children for the next stage in their learning.
- Children are taught about the importance of good oral health. For example, the childminder talks to children and parents about the importance of introducing children to the dentist from a young age. The childminder provides healthy and nutritious snacks for children. She ensures that they follow good hygiene routines. This helps to promote children's health and well-being.
- The childminder has forged positive relationships with the local school. For example, she invites class teachers to observe children in her setting. This helps

to provide a smooth transition for those children moving up to school.

- The childminder promotes early literacy very well. Children excitedly choose books independently from the bookshelf. They cuddle up to the childminder as she reads them a range of stories. The childminder extends children's thinking skills by asking them questions about the book. As a result, children gain a love of stories from a young age.
- The childminder promotes children's mathematical vocabulary spontaneously. She introduces children to the words 'longest' and 'shortest' as they compare the length of interlocking figures they have connected together. The childminder encourages children to recognise colours and shapes within the environment. This helps to promote children's mathematical development.
- The childminder provides a well-organised learning environment. Children access the resources independently. However, occasionally, the childminder is not clear in her instructions to children about what she wants them to do. As a result, children do not always respond.
- The childminder helps to keep children safe. For example, she teaches them how to cross roads safely when they go out. The childminder ensures children are supervised at all times when they use the internet at her house. However, she does not teach children how to stay safe when going online at home.
- The childminder ensures children have copious opportunities to be physically active. She takes children to the local park and soft play where they climb, run and balance. This helps to promote children's large-muscle movements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children. She has a good knowledge of the signs and symptoms that indicate a child may be at risk of harm. The childminder knows how to report any concerns she may have about a child's welfare. The childminder ensures that she keeps up to date with a wide range of safeguarding issues and local procedures. For example, she regularly completes training. The childminder conducts regular fire evacuation drills with children. Robust risk assessments are in place for the childminder's house and for outings. Children are supervised well.

What does the setting need to do to improve?

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

- use consistently clear instructions to help younger children understand what they need to do
- support children to learn about how to keep themselves safe from online dangers.

Setting details

Unique reference number	EY279568
Local authority	Wirral
Inspection number	10234780
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	13 March 2017

Information about this early years setting

The childminder registered in 2014 and lives in Bromborough. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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 childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector discussed the childminder's self-evaluation.
- The inspector observed the interactions between the childminder and the children.
- The inspector considered how the childminder works in partnership with parents and others.

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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