

Childminder report

Inspection date: 27 May 2025

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 childminder provides a calm and home-from-home learning environment. She welcomes children warmly and provides extensive settling-in procedures. The childminder gains a wealth of information about children's prior learning and care needs. She uses this information effectively to plan how to support children from the start. The childminder offers an engaging curriculum. She follows children's emerging interests to help them to learn. For example, children giggle as they read a story about a caterpillar. They explain that 'real' caterpillars do not eat lollipops and cheese like the caterpillar in the story does because this is not healthy. Overall, children are motivated and enthusiastic learners.

The childminder has high expectations of all children, particularly of their behaviour. She gently reminds children to be kind to each other and supports them to understand the impact their behaviour may have on others. Children of all ages are incredibly well behaved. They develop close friendships, demonstrate good manners and have a clear understanding of why rules are in place. Older children encourage younger children to 'go first' and confidently wait for their turn. The childminder gives children an abundance of praise and encouragement. This support results in excellent behaviour.

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

- The childminder focuses on developing children's communication and language skills. She talks to children about what they are doing and asks questions to help extend their understanding. The childminder introduces new words as she talks with children. For example, when children dig for items hidden in a tray of rice, they remember recently learned words, such as 'investigate' and 'detective', and use them in context. Children develop impressive language skills.
- The childminder supports children to develop their understanding of mathematical concepts as they play. For example, she encourages children to discuss measurement, using words such as 'long' and 'short'. Children learn to count and recognise quantities. They sing number rhymes and explore the weight of different items. Children develop early mathematical skills through interesting activities.
- The childminder provides opportunities that children may otherwise not experience. For example, children visit the library, museums and art galleries. The childminder uses these experiences to teach children life skills, such as how to borrow books. She arranges learning adventures to local parks, farms and country walks. The childminder makes use of these opportunities to help children to learn about nature and the community in which they live.
- The childminder helps children to become increasingly independent. For example, children put on their own shoes when going outside and help to

prepare fruit for snack time. Children make choices about what they want to play with. They seize any opportunity to have a go and delight in the praise they receive for their efforts. This helps to develop children's self-confidence.

- Children have fun as they develop their physical skills. They show determination as they create obstacle courses in the garden. Children giggle as they go around and jump over objects, demonstrating strength and stamina. They develop the coordination and strength in their hands as they pour water between containers and make tea. These activities help children to develop dexterity during their play. As a result, children develop the skills they need for the next stage of their learning.
- The childminder reflects on her practice regularly. However, she does not carefully target her professional development to enhance her knowledge of how children learn best. This has an impact on the planned curriculum as, sometimes, children's next steps are broad and not specifically focused on building on what they already know. This means there are times that activities do not precisely help children to extend their skills further.
- Parents and carers speak incredibly highly of the childminder and the relationships she develops with their children. They are grateful for the support they receive to extend their children's development, such as toilet training. The childminder regularly shares updates on children's progress. She suggests things for parents to try at home to extend children's learning further. This helps to promote a consistent approach to children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- target the programme of professional development more sharply to strengthen the curriculum to consistently build on what children know and can do.

Setting details

Unique reference number	EY280593
Local authority	Wirral
Inspection number	10380614
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	3 to 11
Total number of places	6
Number of children on roll	3
Date of previous inspection	17 June 2019

Information about this early years setting

The childminder registered in 2004 and lives in Heswall, Wirral. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Deborah Magee

Inspection activities

- The childminder and the inspector discussed how the childminder organises the early years provision, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on the children's learning.
- The inspector considered the views of parents and the children during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector and the childminder carried out a joint observation of an activity.

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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