

Childminder report

Inspection date: 20 October 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy in this setting. They settle quickly in the home-from-home environment. This is because the childminder knows the children really well. She gets a lot of information about children's needs before they start at her setting. This supports children with their personal, social and emotional development. Due to the COVID-19 pandemic, the childminder has recognised some children need extra support when separating from parents. The childminder has prioritised helping children to develop supportive relationships with each other and herself in a safe and secure space. As a result, children are happy and engage with all the experiences on offer.

The childminder is very caring and nurturing in her approach. Children are respectful and affectionate towards her. They develop skills during their play. Children engage in imaginative play and laugh as they recreate experiences from home. For example, children show lots of love and attention towards the dolls. They develop their coordination and enjoy building towers with blocks and banging wooden pegs into holes. The childminder has high expectations for children's behaviour. Consequently, behaviour is good; children are kind and helpful. They understand and follow the setting rules, such as helping to tidy up.

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

- The childminder has a clear curriculum in place. She wants children to be prepared for the next stage in their learning. However, at times, the next steps for children's development do not build on what they already know and can do. This means children do not always develop skills in the most effective order.
- The childminder reflects on her provision and works closely with other childminders to share good practice. She completes a range of training courses, in particular mandatory training. However, she does not tailor her professional development to help improve her knowledge and skills further in order to enhance the quality of teaching.
- Children are confident in this setting. They move around, making their own choices during their play. This supports children to develop their independence skills. However, younger children are not always able to make choices about what they will play with, because they cannot always access resources. This means younger children are not always able to follow their emerging interests.
- Children visit the local community every day and learn to be respectful to people who help them. They are physically active in their learning. Children attend forest school classes, where they learn through nature and enjoy developing their physical skills at a football class. Children attend playgroups and love story time; this supports children's growing vocabulary. These activities help children develop their resilience and confidence in social situations.

- The childminder ensures children have a range of opportunities to develop their physical strength, both inside and outdoors. Children eagerly eat a range of fruit at snack time and discuss how drinking water helps them to stay healthy. This supports children to gain a good understanding of how to build their physical health.
- Children develop a real love of reading, as they enjoy cosy story times cuddled on the childminder's knee. Children excitedly repeat animal sounds from a favourite book and take turns to open flaps. The childminder uses correct language and asks children thoughtful questions. This helps children to develop their communication skills.
- Care practices are good. The childminder reminds children to cover their mouths when they cough. Children wash and sanitise their hands before and after mealtimes and after they use a tissue. Children learn good hygiene practices.
- Parents are involved in their children's learning. The childminder provides parents with daily updates and photos of their children's experiences. She also gives parents ideas of how to support children's learning at home. As a result, children benefit from a consistent approach to their development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge and understanding of the signs and symptoms that may indicate a child is at risk of harm. She fully understands the procedures to follow, and the appropriate agencies to contact, should there be any concerns about a child's safety or well-being. The childminder completes training to support her role as designated safeguarding lead and ensures that her knowledge remains up to date. Children learn about road safety and know they must follow rules when they are out in the community. This helps to keep children safe.

What does the setting need to do to improve?

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

- assess children's development more rigorously and plan next steps closely so their learning always builds on what they already know and can do
- strengthen professional development programmes more specifically, to raise the quality of education to a higher level
- enhance the organisation of the learning environment so babies and younger children are able to independently explore and follow their interests.

Setting details

Unique reference number	EY287366
Local authority	Wirral
Inspection number	10234825
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	0 to 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	19 January 2017

Information about this early years setting

The childminder was registered in 2004 and lives in Wallasey, Wirral. She operates all year round, from 7.30am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Deborah Magee

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.
- Parents and children shared their views on the setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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