

Childminder report

Inspection date:

16 July 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this warm and welcoming setting. They feel secure and confident and are visibly content. The childminder knows each child incredibly well. She sets challenges, such as how to share resources fairly during group play, and thoughtfully guides their discussions. High levels of engagement and a love for learning are consistently shown.

Independently, the children access thoughtfully selected resources that match their interests, such as dolls for those who enjoy role play and vehicles for children fascinated by transport. They show immense pride in their achievements and are confident to express their thoughts and ideas. Skilfully, the childminder extends their ideas and imagination. Children giggle as they explore and feel safe to express themselves, supported by the childminder's warm and nurturing care.

The childminder has high expectations for children's behaviour, and their behaviour is exemplary. They are polite, kind and understand the routines of the day well, tidying away without any fuss. Despite their young age, children share, take turns and play alongside others without incident. They actively listen and consistently use their manners. Children learn how their actions can affect others. This helps them to understand feelings, show kindness and manage their emotions.

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

- The childminder's curriculum is exciting, well planned and full of opportunities for children to build on what they already know. Through diligently observing children and tracking their progress, she tailors learning to their individual needs. As a result of the ambitious, well-sequenced curriculum, all children make exceptional progress from their starting points.
- Throughout the day, independence is encouraged. Children are confident to make their own decisions and learn that it is okay to make mistakes as a part of learning. They put on their own shoes, chop fruit for snack and take care of their hygiene needs, such as blowing their own noses and washing their hands. The childminder supports them with genuine warmth and encouragement, and she has high expectations. As a result, children are well prepared for school and future learning.
- The childminder expertly supports children's understanding of mathematics by weaving learning opportunities throughout the day. For example, during snack time, children use child-friendly knives to cut fruit into 'halves' and 'thirds' and confidently count how many pieces they have. They compare carrot sizes and use words such as 'longer' and 'shorter'. They learn about measuring and make predictions as they pour milk from different heights to see which makes more bubbles. As a result, children are developing strong early mathematical skills.

- The quality of the childminder's teaching is inspiring. Strong emphasis is placed on supporting children's communication and language. She skilfully introduces new words and encourages them to use their imagination. They frequently sing songs and read books. The childminder brings stories to life through follow-up activities. For example, after reading a book about other countries, children locate them on a map. This helps them to make connections in their learning. Children become confident communicators who can express themselves clearly.
- The childminder is highly committed to her role. She completes a wide range of training to extend her skills. For example, after attending a course on communication and language development, she now consistently repeats and models words clearly to help children to improve their own pronunciation. As a result, children become more confident speakers and make good progress in their communication skills.
- Evaluating the provision and reflecting on practice are top priorities for the childminder. She has strong partnerships with parents and incorporates their ideas. When a parent shared that their child was anxious about visiting the dentist, she planned activities to help the child feel more confident. The childminder works with other settings and shares information. This ensures continuity in children's learning.
- Children learn about different cultures and festivals, such as Diwali and Chinese New Year, including tasting food from different cultures. Families are invited to share home languages and traditions, with parents contributing stories in home languages. These well-planned experiences help children to learn about different communities and the world around them.
- Children take part in real-life experiences, such as growing vegetables and meeting people from the community, such as a beekeeper. They talk about why it is important to wear sunscreen and being safe in the sun. At snack time, they discuss how eating strawberries helps to keep their hearts healthy. This means that children learn the importance of healthy choices and understand how to take care of their bodies.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY379289
Local authority	Wirral
Inspection number	10398483
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 3
Total number of places	4
Number of children on roll	6
Date of previous inspection	24 October 2019

Information about this early years setting

The childminder registered in 2008 and lives in the Bebington area of the Wirral. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a recognised childcare qualification at level 3. Government funded childcare places are available for children aged from nine months to five years.

Information about this inspection

Inspector
Jayne Renshaw

Inspection activities

- The childminder showed the inspector the premises and talked about how she delivers her early years curriculum, both inside and outside.
- The inspector observed the childminder interacting with the children and evaluated how well this supports children's development.
- The childminder provided the inspector with a sample of key documentation on request.
- Children interacted with the inspector and involved her in their play.
- The childminder spoke to the inspector about how she supports children with special educational needs and/or disabilities.
- The inspector spoke to parents, viewed their testimonies during the inspection and took account of their views.

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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