

# Childminder report

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Inspection date: 23 January 2024

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

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|----------------------|-------------|
| 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**

The experienced childminder creates caring and close bonds with the children. Children thoroughly enjoy spending time at this friendly setting. The childminder knows the children well. She recognises when children are tired, hungry or unwell and responds appropriately to meet their needs. Children settle quickly into the childminder's routines. They demonstrate that they feel safe and secure. Children welcome the inspector into the setting and are keen to show her the exciting resources they have here.

The childminder creates a broad curriculum. She prioritises children's communication and language skills. Children gain a love of books from an early age. The childminder reads to children with plenty of enthusiasm as they become immersed in the story. Children use puppets to repeat phases in books as they retell the story. They show positive attitudes to learning.

The childminder is a positive role model. She teaches children to take turns from an early age. Children behave well. They play harmoniously together, sharing the resources. Children are kind to their peers. For example, they say 'good job' to their friends when they try to peel their oranges by themselves. The childminder provides children with plenty of praise. This helps to build up children's self-esteem. Children make good progress in their development.

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

- The childminder creates an ambitious curriculum for all children. She takes children on a variety of outings. Children go to the farm, local parks, playgroups and to the zoo. Children talk excitedly about their recent trip to the zoo to see the bats. These opportunities help children learn about the world around them.
- Children are confident communicators. The childminder introduces children to new words, such as 'thermometer', as they pretend to be doctors. Children acquire new words as they sing songs, share books and play together. This helps to extend children's vocabulary.
- Children's behaviour is good. They listen attentively to the childminder's instructions as they make their own play dough. The childminder has high expectations of all children. She uses clear and concise instructions. This helps children understand what is expected of them.
- Parents are delighted with the care the childminder provides. They praise her for the updates she provides about children's development. Parents appreciate the guidance she provides on subjects, such as sleep routines. Children take books home from the childminder's house to share with parents. The childminder provides activity ideas for parents to complete with children at home. This helps to provide continuity in children's learning.

- Children celebrate festivals, such as Chinese New Year and Diwali. They learn about the dynamics of different families. However, the childminder does not provide opportunities for children to broaden their understanding of diversity beyond this. Consequently, children do not learn about and people and communities that may be different to their own.
- The childminder is reflective about her setting. She is aware of her strengths and areas for improvement. The childminder gains feedback from parents and children to help evaluate her setting. She accesses training courses to develop her professional development. This helps the childminder to further strengthen her practice.
- The childminder promotes a healthy lifestyle. Children have copious opportunities to be physically active. The childminder teaches children about oral hygiene. She talks to children about foods that are good for their bodies. This helps children learn about healthy lifestyle choices.
- The childminder provides children with opportunities to develop their growing independence. For example, children hang up their own aprons when they have finished painting. However, occasionally, the childminder is too quick to help children. For instance, she pours ingredients onto measuring spoons without letting them have a go first. The childminder wipes children's noses without letting them try. This does not fully promote children's self-care skills.
- The childminder promotes children's mathematical development well. She supports children to count how many ducks they have left as they sing number songs together. The childminder encourages children to recognise colours within their environment. This helps to develop children's mathematical skills.

## 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:**

- provide opportunities for children to learn about people and communities different to their own, to further develop their awareness of diversity
- provide opportunities for children to develop their growing independence further.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY399624                                                                          |
| <b>Local authority</b>                             | Wirral                                                                            |
| <b>Inspection number</b>                           | 10308295                                                                          |
| <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> | 0 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 12 March 2018                                                                     |

## Information about this early years setting

The childminder registered in 2009 and lives in Prenton, Wirral. The childminder operates all year from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder has a childcare qualification at level 3. She provides funded early years education for three- and four-year-old children.

## 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 provider and has taken that into account in their evaluation of the provider.
- The quality of education was observed, and the inspector assessed the impact this has on children's learning.
- The inspector and the childminder completed a learning walk and discussed the intent of the curriculum.
- The childminder and the inspector evaluated an activity together.
- The childminder provided the inspector with a sample of key documentation on request.
- Children were spoken to when appropriate.
- The inspector took account of parents' views about the childminder's setting.

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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