

Childminder report

Inspection date: 3 April 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides children with a home-from-home environment. She forms strong bonds with children and their families. Children who are new to the setting are settled and emotionally secure. Children are eager and motivated to explore the playroom and make choices about what they want to play with. The childminder is a good role model. She teaches children about sharing and kind behaviours. Children learn about manners. They begin to use 'please' and 'thank you' consistently during their interactions with each other. Children demonstrate respectful attitudes.

Generally, the childminder implements a curriculum that is effective for all children. She places a high priority on providing children with opportunities they may not otherwise get. Children spend a lot of time in the community, meeting new people and learning about the world. They regularly visit the beach and the local library to broaden their knowledge and develop their interests. The childminder links together with other local childminders at playgroups to help children learn to socialise in larger groups. Children are confident and well prepared for the next stage in their learning.

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

- The childminder promotes children's communication and language development well. Older children are becoming confident communicators. They engage in meaningful back-and-forth conversations about a range of topics. Toddlers are beginning to use single words in context. The childminder models appropriate language and talks to children about what they are doing. This approach helps children to develop their vocabulary and conversational skills.
- The childminder has a clear understanding of the things she wants children to learn. She uses information from children's assessments to plan future learning experiences. However, there are times when the intent of activities is not fully supported by the organisation of the learning environment. During activities, children become distracted by the vast array of resources on offer. This means they are not fully focused on their learning.
- When implementing the curriculum for personal development, the childminder does not always consider how to ensure children are fully aware of the rules and routines. There are occasions when children do not demonstrate an appropriate understanding of the setting's routines. For example, children play with toys when it is tidy up time and do not follow instructions to watch and wait when the childminder is demonstrating an activity. Consequently, at these times, children are not aware of expectations the childminder has of them.
- Children's independence is promoted. Older children put on their own shoes and coats. They use the bathroom independently and wash their own hands.

Toddlers feed themselves at mealtimes and explore the playroom independently. Children are developing self-care skills needed for the future.

- The childminder seizes every opportunity to promote children's physical development. During song time, children eagerly join in with actions to familiar songs, stretching and jumping. Children benefit from a range of outdoor activities where they can use their large muscles. They develop their core strength as they balance, climb and ride on wheeled toys. Children practise skills that will help them thrive in the next stage of their learning.
- The childminder forms good partnerships with parents and other settings that children attend. She collects information from parents about children when they first start and provides ongoing updates about their development. The childminder works closely with schools that the children also attend to share information about care and learning. This helps to provide consistency for children's learning and development.
- Overall, the childminder's programme for professional development is effective. She accesses all mandatory training, keeps up to date with legislation and has strong links with other childminders to share good practice. This has a positive impact on how the setting operates.

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:

- develop the learning environment to help children to consistently focus on their learning
- embed the setting rules and routines so that all children are fully aware of expectations of them throughout the day.

Setting details

Unique reference number	EY399900
Local authority	Wirral
Inspection number	10380555
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	13 June 2019

Information about this early years setting

The childminder registered in 2009 and lives in Greasby, Wirral. She operates Monday to Thursday from 8am to 5.30pm, term time only. The childminder has a relevant childcare qualification at level 3. She offers early education funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Deborah Magee

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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