

Childminder report

Inspection date: 4 March 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 creates a welcoming and nurturing environment, where children feel happy, safe, and confident. The children form strong bonds with the childminder and seek her out for reassurance and comfort. This supports children's emotional well-being. Before children attend, the childminder finds out about the children's routines, interests and starting points. Children have settling-in sessions, enabling them to leave parents with ease. The childminder develops a well-sequenced curriculum that ensures all children make good progress. She plans activities around the children's interests, which helps them engage effectively in their learning. For example, children show an interest in play dough. The childminder builds on this interest by adding different tools for the children to use. They learn to use the tools to manipulate, roll, squeeze and cut the dough. This helps build on children's small-muscle and coordination skills.

Children behave well because the childminder establishes clear expectations for their behaviour. She models kindness and respect in her interactions with the children, encouraging them to use their manners. The childminder gives praise and encouragement as they play, which helps reinforce positive behaviour. Children are beginning to understand the routines of the day and listen to her instructions. For example, children know to sit on the mat and wait for the childminder to help them dress for outdoors.

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

- The childminder supports children's communication and language development effectively. She narrates their play, asks questions and gives children time to think and respond. Children enjoy singing time. The childminder uses props to help younger children express their song choices. This supports their engagement. During story time, the childminder reads the children's favourite book, 'Dear Zoo'. Children mimic the animal sounds as the childminder builds excitement and anticipation as she turns each page. They giggle excitedly while guessing the next animal in the book. This not only enhances the children's enjoyment of books but also further develops their communication and language skills.
- Children have access to a wide range of age-appropriate resources and activities, both indoor and outdoors. Children explore the environment and, overall, engage well in their play. However, the childminder encourages children to partake in new activities while they are already engaged in play. This interrupts children's learning and they do not always have an opportunity to follow a task through to the end independently.
- Children have access to learning outside the childminder's home. They go on walks to the local woods and surrounding area. The childminder and children

discuss what they can see and hear. The childminder and children attend playgroups and toddler sessions, this enables children to socialise with other children outside their normal group and this helps build their confidence.

- The interactions between the childminder and the children are positive and informative. The childminder enthusiastically engages with the children's exploration, nurturing their curiosity and making learning enjoyable. However, at times, the childminder does not give the children enough time to solve problems for themselves. For instance, children attempt to roll cars down guttering. They do this with cars that are too big. This causes the guttering to topple over. The childminder quickly fixes the guttering without involving the children. As a result, children are not encouraged to use their existing skills to think and solve problems independently.
- The childminder introduces mathematical language and concepts as children play. She routinely counts objects and uses number songs during activities. This helps children understand numbers and put them in context. The childminder uses words such as one more, full and empty, ensuring children become familiar with mathematical language.
- Parents speak highly of the nurturing care and engaging environment that the childminder offers. They feel that their children thrive under her supervision and that she addresses each child's individual needs effectively. The childminder actively supports parents in their children's development and works with them to provide ideas for home learning.
- Children learn about staying healthy through everyday play and activities. The childminder provides children with healthy snacks and a midday meal. She talks to the children about healthy eating, and good oral hygiene. Children start to learn about leading healthy lifestyles. For example, they know why they need to wash their hands before eating.
- The childminder keeps up to date with mandatory training, such as first aid. She explores other professional development opportunities to help to raise the quality of her teaching further.

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:

- enable children's independent play and learning to come to a natural end before they move on to the next activity and further promote their engagement in learning

- enhance opportunities for children to solve problems and test theories for themselves as they play and explore.

Setting details

Unique reference number	EY403098
Local authority	Wirral
Inspection number	10372390
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 April 2019

Information about this early years setting

The childminder registered in 2009 and lives in Bebington, Wirral. She operates all year round from 8am to 5pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for all eligible children attending.

Information about this inspection

Inspector

Sue Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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