

Childminder report

Inspection date: 4 March 2024

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 and her assistant work together seamlessly in this bright and welcoming setting. They are enthusiastic and caring and place a strong emphasis on getting to know the children and their families really well when they first start. Children demonstrate a strong sense of belonging and form secure attachments with the childminder. This helps to support their emotional well-being.

The childminder has developed an ambitious curriculum, rich in experiences to support children's learning across all areas. She instils values of helping each other and kindness. For example, children are eager to help by wiping the table for lunch and handing out water bottles to their friends. Children smile with pride as they receive praise for their efforts and are developing positive attitudes to learning.

The childminder is a positive role model and embeds good manners and respect into the daily routines. She has high expectations for children's behaviour and learning. Children follow these expectations well and are beginning to understand the impact of their actions. For example, children can articulate their feelings and display high levels of confidence and self-esteem. They are learning to form good relationships with their peers and work alongside each other companionably.

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

- Children benefit from the carefully considered interactions of the childminder and her assistant, who are encouraging and teach children to take appropriate risks and challenges as they play. This develops their perseverance and gives them a sense of achievement when they succeed.
- Children speak and listen politely to one another as they play and interact. The childminder understands the importance of prioritising talk in the curriculum and extends children's vocabulary by offering additional words and phrases for them to repeat and learn. However, support for children's thinking skills is less well-considered. At times, the types of questions used are not effective in extending children's thinking and do not encourage them to give a more detailed response. This does not consistently promote children's thinking skills.
- Children develop a love of books as they listen to familiar stories. The childminder and her assistant read with enthusiasm and encourage children to retell the stories in their own way. Children are learning to listen carefully, talk confidently and enjoy using new words.
- The childminder understands the importance of singing songs and rhymes to support children's emerging language skills. Children choose the songs they want to sing and recall previous learning as they join in with the actions to familiar nursery rhymes. This helps children to extend their vocabulary and grow in confidence.

- Mathematical language is seamlessly interwoven by the childminder. Children are confident to count the number of extra sandwiches they need to match those on their friends' plates. Children show intense concentration as they chop fruit and comment on the shapes they have made. Children's mathematical thinking and problem-solving skills are developing very well.
- Children are developing good hygiene practises and independence. They know to wash their hands without being reminded and talk about the germs they need to wash away after playing in the garden. Healthy choices are promoted consistently and children are learning how to manage their own health and hygiene needs effectively.
- The childminder is reflective and recognises the importance of prioritising further training in order to positively impact on outcomes for children. However, focused training specific to the needs of the individual children has not been prioritised in order to equip her with a greater understanding of how to identify and support those children who may need extra help. This means that children's learning is not always sharply focused on the skills they need to develop next.
- Partnership working is a strength. The established links with external professionals and local schools helps to ensure that all children, including those with special educational needs and/or disabilities receive the relevant support and intervention to help them make good progress. Transitions are seamless due to the thorough information sharing process and this helps to ensure that all children are ready for their next stage. Parents are provided with daily updates about their children's progress and the childminder supports them to further their children's learning and development at home.

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 consistency in support for children's communication skills in order to allow them to articulate a response and extend their thinking skills
- target future training and seek out professional development opportunities that have a specific focus on the needs of the children in your care in order to strengthen their next steps and sharpen the quality of education.

Setting details

Unique reference number	EY410200
Local authority	Wirral
Inspection number	10317104
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 4
Total number of places	18
Number of children on roll	17
Date of previous inspection	1 May 2018

Information about this early years setting

The childminder registered in 2010 and lives in Moreton, Wirral. She operates all year round, Monday to Friday, from 7.45am to 5.30pm, except for bank holidays and family holidays. The childminder works with an assistant. The childminder holds an early years foundation degree. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marianne McDowell

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 childminder.
- The childminder and the inspector discussed the curriculum and the intentions for children's learning.
- The inspector spoke to children and assistants at appropriate times and took this into account in their evaluation of the childminder.
- The inspector observed the childminder's interactions with children during play and daily routines.
- The childminder provided the inspector with a sample of relevant records and key documentation, including evidence of suitability checks for her assistants and statutory progress checks for the children.
- All areas of the premises were viewed and the inspector took account of how the childminder ensures that children are safe and secure.

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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