

Childminder report

Inspection date: 19 August 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 a warm and caring environment in which children can confidently develop new skills. She understands that children learn best when they feel safe and secure. The childminder welcomes children warmly with kind words and cuddles. Children settle quickly and are soon engaged in their play and learning. Daily routines are well established and give children a sense of security as they know what is happening next. Children engage in purposeful play activities. They chop fruit for snack with real utensils, throw bean bags at targets and post objects through slots. Children develop good physical coordination, independence and an understanding of healthy lifestyles.

The childminder plans an ambitious and highly personalised curriculum. She enhances children's learning based on her knowledge of what they already know and can do. The childminder adapts her teaching to account for children's individual needs. She extends counting and introduces shapes and patterns. This helps to develop children's knowledge of mathematical concepts. The childminder nurtures positive attitudes to learning. She actively involves children in a wide range of experiences. The childminder encourages children to explore, investigate and persevere. For example, children explore the local area on exciting outings, they investigate rhymes and rhythm in songs and poems and they persevere when they attempt to balance on one leg. Children are highly motivated and resilient, and they display a deep love of learning.

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

- The childminder provides high-quality educational programmes across all areas of learning. She plans experiences to help children develop their understanding of the community in which they live. Children discuss their recent excursions to the zoo, farms and beaches. Outings such as these help to enrich children's experiences.
- The childminder prepares children exceptionally well for their next stage of learning. She teaches them to engage and listen with good levels of attention. Children are able to follow routines, take turns and attempt to write their own names. They are motivated to learn and develop an abundance of skills in readiness for the next stage of their learning, including their eventual move to school.
- The childminder sequences her curriculum for communication and language effectively. She introduces ambitious vocabulary into children's play experiences. For example, the childminder talks with children as they play with cars and introduces new words such as 'vehicles' and 'fuel'. The childminder sings songs, reads exciting stories and narrates children's play. Children speak fluently, listen attentively and use language purposefully across all areas of their learning.

- The childminder has high expectations for children's behaviour. She interacts with children in a calm and consistent manner. The childminder uses strategies such as distraction and relaxation to help children feel safe and emotionally secure. Children fully understand the behaviours that are expected of them. They confidently manage their behaviour.
- The childminder teaches children about the world around them through an inclusive curriculum. Children learn about world festivals, such as Chinese New Year and Easter. Children develop a sense of belonging in the childminder's home. They enjoy looking at photos of their adventures. Children develop an understanding of what makes them unique and of differences that exist in society.
- The childminder completes all mandatory training to help her remain up to date with changes to guidance and procedures. However, she does not focus her professional development on enhancing her knowledge of how children learn, in order to enhance the curriculum. At times, the curriculum for literacy is too challenging. For example, children learn the sounds that letters make before they are ready. At times such as these, children lose focus and do not acquire the intended skills.
- The childminder builds strong relationships with parents. She shares daily updates with parents about all aspects of children's care and education. The childminder shares home-learning ideas, so children can continue learning at home. She offers support around child development ideas, such as supporting speech development or toilet training. Children benefit from a consistent approach between home and the childminder.
- The childminder is effective at building relationships with other settings and professionals. She communicates well with schools and specialists to address children's individual needs. This supports an effective transition to children's next stage in learning. The childminder shares detailed reports about children's care and education to ensure a consistent approach. Children benefit from this coordinated approach.

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:

- extend professional development to enhance knowledge of how to best to sequence children's early literacy development.

Setting details

Unique reference number	EY455782
Local authority	Wirral
Inspection number	10398769
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	7
Date of previous inspection	8 November 2019

Information about this early years setting

The childminder registered in 2013. She lives in Greasby, Wirral. She operates Monday to Friday, from 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. She offers funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Deborah Magee

Inspection activities

- The childminder showed the inspector around the premises and discussed how the equipment and environment are organised.
- The childminder explained how she designs the curriculum and her intentions for children's learning.
- The inspector and the childminder jointly evaluated a planned activity.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of the suitability of household members.
- Parents shared written comments, and their views were considered by 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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