

Childminder report

Inspection date: 3 October 2023

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's home is warm and welcoming, which helps children to feel happy and safe. She uses a loving and calming tone when speaking to children. This contributes to children making strong emotional attachments with the childminder, and they confidently ask her for help and reassurance. The childminder is a good role model. She reminds children to use their manners and skilfully encourages them to share and negotiate as they play. Children display positive behaviour and are happy to engage with others.

The childminder has created a nurturing and attractive environment that children are eager to explore. For example, younger children demonstrate great concentration and perseverance as they scoop up sand and carefully place it into the buckets. Older children confidently operate water taps and assess how much water they will need to fill up a wheelbarrow. The childminder is close by to support children with their learning as they immerse their fingers in dough and manipulate it into different shapes. She helps children to increase their awareness of early mathematical concepts, such as learning about volume, different amounts and size. The childminder provides a wide range of activities that help to extend children's development. Children are making good progress.

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

- The childminder is dedicated and passionate about her role and responsibilities. She has a clear vision of what she intends children to learn. The childminder continually reviews what is working well and makes changes to further enhance her practice. She carries out independent research and training to support her continued development. As a result of training, the childminder has created a purposeful and rich environment that children happily play and learn in.
- The childminder provides a well-sequenced and ambitious curriculum. She knows what children can do and plans activities to support what they need to learn next. However, occasionally, she does not provide enough time for some children to think, make connections and explore their own ideas when challenges occur.
- The childminder supports children's communication and language well. She has carried out additional training to help her gain a greater understanding of how to support children's speech. The childminder continually talks to children and offers additional words for them to learn, such as 'drip' and 'dab'. However, when children mispronounce words, the childminder does not always model the correct word back to them. As a result, children are not always hearing the correct pronunciation.
- The childminder ensures that all children have the opportunity to explore and access all the areas of her home independently. For example, she received

additional funding and has redesigned her garden so that it is suitable for children of all ages and different abilities.

- Children eat a range of healthy and nutritious food. The childminder takes children to the shops where they can make healthy food choices. Children independently wash their hands before eating food and after playing outdoors. They have a great understanding of the need to lead a healthy lifestyle.
- Partnerships with parents are good. The childminder provides parents with daily updates of activities their children do throughout the day. She continually discusses children's progress and offers suggestions of how they can support their children's learning at home. This helps to provide continuity in children's learning. However, although the childminder has good communication with some settings that children also attend, it is not as consistent with others. This does not help her to further complement the learning and experiences that all children receive elsewhere.
- Children enjoy a range of trips in their local community. For example, they go on daily walks and discuss the seasons and changes of the weather. Children visit aquariums, museums and take trips to the local beach. This helps them gain a greater awareness of nature, the world around them and the community in which they live.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the importance of keeping children safe. She ensures that her home is clear of any potential hazards or dangers. The childminder also carries out daily risk assessments, including making sure that children are safe when they are out in the community. For example, before children enter public parks, the childminder assesses the equipment and checks for any dangerous objects. The childminder has a secure understanding of safeguarding policies and the procedure to follow if she has any concerns with children's welfare.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen the implementation of the curriculum to consider when children would benefit from more time to think through and solve problems for themselves
- enhance further the support given for communication and language development, to help children hear and say the correct pronunciation of words
- strengthen partnerships with other settings that children also attend, to help promote more consistency in their learning and development.

Setting details

Unique reference number	501224
Local authority	Wirral
Inspection number	10308092
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	12
Date of previous inspection	26 March 2018

Information about this early years setting

The childminder registered in 2001 and lives in Greasby. She operates Monday to Friday from 7.30am to 6pm all year round, except during family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Kellie Lever

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 setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to the children at appropriate times during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- 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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