

Childminder report

Inspection date: 23 June 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder is caring and attentive. All children form secure emotional relationships with the childminder, her assistants, and their peers. Children demonstrate that they are happy and settled in their care. They receive gentle reassurance and cuddles when they are unsure and require extra support. Children develop secure and close bonds with the childminder and her assistants.

Children freely access the garden and take full advantage of planting and growing in the vegetable patch. They proudly show visitors the plants they have planted and are looking after. For example, they show the tall leaves on their growing ginger plant and how this links to their favourite story about a gingerbread man. All children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points. They are inquisitive and enjoy demonstrating what they know through sharing their ideas and experiences.

The childminder has high expectations for children to be ready for their move on to school. She ensures that transitions are smooth and children are prepared for their next stage of learning. Children's behaviour is good. The childminder talks to children about their behaviour and the possible consequences of their actions and explains the reasons for the rules.

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

- The childminder considers the individual needs and interests of children as she implements her curriculum. She discusses children's starting points with parents and how best to support their child's learning further. However, when children play outdoors, the curriculum does not provide the same learning experiences for children as indoors. As a result, children's learning is not challenged as well outdoors.
- The childminder and her assistants have a good understanding about what children need to learn next and support them in achieving the next steps in their learning overall. They get to know children very well through regular and thorough assessments of what they know and can do.
- The childminder and her assistants offer daily opportunities for children to explore books, songs, rhymes and musical instruments in their play. Children happily take part in song times, using musical instruments that they shake and bang. Babies show curiosity and delight as they explore the sounds that different musical instruments make.
- The childminder and her assistants skilfully use storytelling activities to build children's vocabulary and speaking skills. For example, older children listen attentively to the childminder's good storytelling. She skilfully uses questioning to help children to recall what they remember about the story and what might

happen next. Younger children are very animated as they excitedly join in with familiar parts of the story. This contributes well to their early literacy skills.

- Children have access to fresh water throughout the day and eat healthy snacks. They develop their independence well, for example when cutting fruit for snack. However, the childminder does not consistently organise the mealtime routine well enough. For example, the childminder and children do not all sit together. As a result, mealtimes do not promote children's social and independence skills as well as they could.
- Children are very active and benefit from frequent trips and outings. This raises their understanding of the world as well as enabling them to use different equipment and resources. Children are learning how to share and take turns. They are kind and caring and developing an understanding of tolerance and respect for others.
- The childminder supports her assistants well. For example, she encourages them to participate in a range of training opportunities and fully involves them in planning activities for children. She has regular meetings with her assistants to review the quality of the education they provide and together reflect and review their practice.
- Partnerships with parents are very strong. Parents are exceptionally happy with the service that the childminder and her assistants provide. They value the information they receive about their child's care and learning. Throughout the COVID-19 pandemic, the childminder provided individual activity packs to support parents to continue to promote their children's ongoing learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues and other safeguarding concerns. She is aware of the signs and symptoms that may indicate that a child is at risk of harm. The childminder and her assistants know who to contact if they have concerns about a child's or adult's safety or welfare. The childminder understands the procedures she must follow in the event of an allegation being made against her or one of her assistants. The childminder ensures that she and her assistants keep up to date with mandatory training, including safeguarding and paediatric first aid.

What does the setting need to do to improve?

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

- review mealtimes to make sure that all children can sit together and have further opportunities to build on their already good social skills and independence

- improve the curriculum when children play outdoors, to ensure that it provides children with simple challenges that enhance their learning further.

Setting details

Unique reference number	204408
Local authority	Worcestershire
Inspection number	10115892
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 4
Total number of places	11
Number of children on roll	6
Date of previous inspection	29 April 2016

Information about this early years setting

The childminder registered in 1992 and lives in Worcester. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works with four assistants. She holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children. She supports children with SEND. The childminder has close links with another childminder and a pre-school.

Information about this inspection

Inspector

Beverley Devlin

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder shared a sample of documents with the inspector. This included evidence about training and the suitability of those living on the premises.
- The childminder and the inspector completed a learning walk of all the areas of the setting and discussed the childminder's curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- A joint observation of a storytelling activity was completed by the inspector and the childminder.
- The inspector took account of the views of parents from written feedback provided.

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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