

Childminder report

Inspection date: 10 September 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

Children develop a positive sense of self in the care of this nurturing childminder and any assistants she works with. The childminder knows each child well and responds sensitively to children's individual personalities. She quickly recognises when children feel upset and offers comfort and reassurance. Her warm interactions help children to feel secure, valued and confident.

The childminder has a clear understanding of what children need to learn at different ages. She has a clear understanding of the skills and knowledge she wants children to learn. The childminder plans purposeful activities and play opportunities. This helps to keep children engaged and excited to learn.

Children behave well. They listen carefully to their friends, take turns and willingly tidy away after themselves. The childminder consistently explains the reasons behind her expectations. For example, when tidying toys, she explains that putting them away helps to keep special resources safe. The childminder remains calm and reassuring when children struggle to manage their emotions. She uses sensitive praise and feedback to help children to stay engaged and develop self-control.

Children form warm relationships with the childminder. They are eager to share their achievements. The childminder celebrates children's milestones, such as starting school, by sharing photos of children in their uniforms with those still attending. Families value these strong bonds and often keep in touch long after their children have moved on.

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

- The childminder plans activities around children's interests and curiosities. When children show an interest in how things work, she demonstrates how they maintain the lawn mower and explain the role of the mechanical parts. This builds on children's knowledge of the world and develops their understanding of technology.
- The childminder adapts activities by changing resources to meet children's individual needs. For example, when younger children struggle with threading, she provides sturdier string so they can succeed. This helps to strengthen children's fine motor skills and build their confidence.
- The childminder supports children's mathematical development, such as counting and recognising numbers below 10. She models how to touch and count each object in turn. For example, as children set the table, they help to count the cups they need. This helps children to build their early number skills.
- The childminder helps children to learn about life in modern Britain by introducing them to different cultures and religions. She plans meaningful

activities, such as exploring Lunar New Year, where children find out where China is and discuss similarities and differences between cultures. This broadens children's understanding of the world and promotes respect for diversity.

- The childminder knows what children need to learn next in their speech and language development. She sets termly targets and shares these with parents and carers so that they can work together to support progress. However, she has not yet made full use of professional development opportunities. This means the strategies she uses are not always clear or consistent, and children do not always meet their speech and language targets as quickly as they could.
- The childminder uses carefully chosen books that link to the themes children are learning about. She shares books that children select and reads them aloud. Children enjoy lifting the flaps to reveal pictures and listen attentively as they join in with the actions.
- The childminder gathers detailed information from parents about their children's care needs before they start. However, she does not consistently share or gather information about children's learning with other settings they attend. This limits how well the childminder plans for continuity and progression in children's development.
- The childminder helps children to develop healthy lifestyles and habits. She provides balanced meals and snacks, such as home-made pasta sauce packed with vegetables. Through cooking activities, children learn to use healthy ingredients, including using oats to make biscuits. The childminder also promotes children's well-being by ensuring that they have daily opportunities for outdoor exercise.

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:

- make best use of professional development opportunities to strengthen the strategies used to support children's speech and language development
- develop consistent partnerships with other settings children attend to share information about their learning and development.

Setting details

Unique reference number	204536
Local authority	Worcestershire
Inspection number	10398658
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	5 November 2019

Information about this early years setting

The childminder registered in 1996 and lives in Ombersley, Worcestershire. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with assistants. She provides government-funded childcare.

Information about this inspection

Inspector

Victoria Laird

Inspection activities

- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on the children's learning.
- The inspector observed the interactions between the childminder, her assistants and the children.
- The inspector and the childminder completed a joint observation and evaluated the activity.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector held a meeting with the childminder to discuss how she evaluates her provision.
- 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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