

Childminder report

Inspection date: 13 November 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

Children are very happy and settled in the childminder's care. They display a strong sense of belonging and move freely around the childminder's warm and welcoming home to engage in their chosen play. The childminder knows children well and is tuned into their individual needs. She quickly recognises when they become tired or hungry. Children enjoy lots of cuddles throughout the day. Babies sleep comfortably and peacefully because the childminder follows their sleep routines from home. She regularly checks on them to ensure they are safe and well.

The childminder provides children with a wide range of good quality toys and resources to support their play. She observes their play to identify what children know and can do and uses this information to help her plan for their future learning. Children make good progress from their starting points. Children are eager to play outside in the childminder's garden. They excitedly run around to chase bubbles, catching them between their hands. The childminder effectively supports children's communication and language skills. She encourages them to use words, such as 'pop' to describe what they do. Children play cooperatively with their friends and are well mannered. They quickly thank their friends for finding the toy keys. Children respond promptly to the childminder's requests. They line up to wash their hands and help the childminder to tidy away the toys.

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

- The experienced childminder has a good understanding of how children learn and develop. She attends mandatory training and regularly meets with other childminders to discuss ideas for best practice and any changes to legislation. This helps the childminder to keep her knowledge and skills up to date.
- The childminder knows what she wants children to learn from planned play activities. For example, to focus on sharing, taking turns and to discuss colours and shapes as they explore dough. Children actively share and take turns to use resources, such as shape cutters. They demonstrate an understanding of mathematical concepts, such as shape and proudly announce that they have made a heart and a diamond. The childminder sits beside children to extend their play. They engage in thoughtful conversations about animals and autumn colours. Although babies sit comfortably on the childminder's lap, they are not always motivated to join in because the childminder is yet to effectively organise group activities to fully engage and support the youngest children's learning needs.
- The childminder has good relationships with parents. She shares information with them in a range of ways. For example, the childminder speaks to parents at drop off and collection times and uses digital messages to send photographs of children's achievements. This helps to keep parents updated on their children's

progress. However, the childminder is yet to form effective partnerships with other settings children attend, to share information and offer a consistent and complementary approach to all children's learning

- Parents are high complimentary about the care and education children receive at the setting. They highlight the childminder's supportive nature and the home-from-home environment she creates for their children. Parents state the childminder 'goes above and beyond' and that she is 'absolutely class'.
- Care and hygiene practice is good. The childminder gently attends to children's personal care and reminds them to wash their hands at regular intervals throughout the day. The childminder supports children to take risks safely. For example, children confidently jump from low level walls. Younger children need a little reassurance and grasp the childminders hand as they jump down.
- The childminder's curriculum focuses strongly on helping children develop social skills and learn about the world around them. She regularly takes children to meet with other childminders and visit places of interest within the community. Children expand their friendship groups as they interact with other children at the park and playgroups. They excitedly participate in activities, such as singing and arts and crafts when they meet with residents at the local care home. These experiences help children build life skills, such as patience, respect, and empathy for people with different needs to them.

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:

- review the organisation of group activities to fully engage and support the youngest children's learning needs
- build partnerships with professionals from other settings children attend and share information about children's development to offer a consistent and complementary approach to their learning.

Setting details

Unique reference number	204547
Local authority	Worcestershire
Inspection number	10357834
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	6
Number of children on roll	5
Date of previous inspection	14 December 2018

Information about this early years setting

The childminder registered in 1993 and lives on the outskirts of Droitwich, Worcestershire. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for children aged nine-months to four-years.

Information about this inspection

Inspector

Tina Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their Early Years Foundation Stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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