

Childminder report

Inspection date: 20 February 2020

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

Children are settled and have fun. They form close relationships with the caring and kind childminder. Children demonstrate that they feel safe and secure. They are well mannered, play cooperatively together and learn to follow rules. For example, children understand that they must help to tidy up after play and sit at the table for mealtimes. Children are keen to do things for themselves. They take turns to help serve the food at lunchtime and proudly announce, 'It's my turn today.' Children enjoy the praise and encouragement that the childminder offers. This supports their growing confidence and self-esteem. Children develop their own ideas as they engage in imaginary play. They are articulate and take part in meaningful conversations with their peers and the childminder, pretending they are going camping. Children work together to build a 'camp' on the sofa with cushions and blankets. They extend their own learning as they talk about where they will sleep. Children learn to solve problems as they negotiate the space around them and work out how they will all fit in. They have good opportunities to develop their early literacy skills. Children independently look at books and display high levels of concentration as they use pens and pencils to draw pictures.

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

- The childminder's home is warm and welcoming. She knows children well. The childminder recognises their individual interests and provides a wide range of interesting activities which support their development and motivate them to learn. Children display their creativity as they dress up as their favourite characters and confidently sing and act out scenes from a film.
- The childminder reflects on her practice. She knows what she does well and identifies areas of her practice which she needs to develop further. The childminder ensures all mandatory training, including first aid and safeguarding, is kept up to date. She meets regularly with other childminders to discuss changes to legislation and share ideas to develop her teaching skills further.
- The childminder guides children's behaviour well. She gives clear and consistent guidance to support their understanding of what is expected of them. However, at times, the childminder misses opportunities to help children to understand and talk about their feelings and have more control of their emotions.
- The childminder helps children develop independence in their self-care routines. Children manage their toileting needs and adopt good hygiene practices. The childminder is patient and encouraging, which helps children to develop the confidence to do things by themselves.
- Children develop positive attitudes towards healthy lifestyles. The childminder has a healthy eating policy which she shares with parents. She offers nutritious snacks and supports parents to provide healthy options in children's lunch boxes.

- The childminder provides a range of opportunities for children to meet new people and become familiar with the wider community. Children benefit from fresh air and exercise to support their physical development. They enjoy trips to the park and soft-play centre. The childminder regularly meets with other childminders in the local area. This gives children opportunities to socialise with other children and form wider friendships.
- The childminder has strong relationships with parents. She keeps them well informed about their children's progress and shares ideas with them so they can continue children's learning at home. However, the childminder is yet to find effective ways to engage with other settings children attend, to share relevant information and support a consistent approach to children's learning.
- Parents give positive feedback about the childminder's service. They value the care and education their children receive. Parents comment on the wide range of quality learning experiences, and appreciate the childminder's commitment to keeping their children safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children's welfare. She carries out daily checks on her home to ensure children play in a safe environment. The childminder supervises children well. She keeps her safeguarding training up to date. The childminder is aware of any changes to local authority procedures and who to contact should she have any concerns about a child in her care. The childminder has completed online training about some of the wider aspects of child protection. This helps her to be able to identify additional risks which young children may be subjected to and take appropriate action.

What does the setting need to do to improve?

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

- build on ways to engage more effectively with other settings children attend to ensure children receive continuity in their care and learning
- build on opportunities to teach children the language of feelings to help them to manage their emotions.

Setting details

Unique reference number	204580
Local authority	Worcestershire
Inspection number	10115895
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	16 April 2015

Information about this early years setting

The childminder registered in 1999 and lives in Evesham, Worcestershire. She operates all year round from 8.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Tina Smith

Inspection activities

- The inspector held discussions with the childminder throughout the inspection. She looked at evidence of the suitability of persons living in the household.
- The inspector discussed with the childminder the plans for children's learning. She evaluated an activity with the childminder to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector took account of the views of children spoken to during the inspection.

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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