

Childminder report

Inspection date: 3 May 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Met
--	-----

What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend with the childminder and have formed close bonds with her. They are well motivated to play, explore and make new discoveries. Children confidently make choices about what they want to play with and engage well in their learning. Babies sustain their concentration on activities that captivate their interest. They develop their mathematical understanding and notice that some containers can fit inside others, so they cannot see them. Babies test out this knowledge with different objects.

Children make links with their experiences and recreate various care practices and routines, such as feeding a doll and pretending to serve food. They hold a phone to their head and say 'bye'. Children make good progress from their starting points and are well prepared for the next stage of learning. The childminder helps children to develop good fine motor skills and they work out how to adjust their grip on objects to hold them securely. This develops their hand strength and prepares them well for their writing.

Children develop good levels of independence. They learn about their needs and wants, such as when they are thirsty and access drinks for themselves. The childminder supports children's health well and follows good hygiene routines to help minimise the spread of infection. Children learn about where food comes from and about making healthy food choices.

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

- The childminder plans daily opportunities for children to play and learn outdoors. Children help to collect hens' eggs, grow vegetables and enjoy adventurous play experiences. However, the childminder does not make full use of the outdoor learning environment to fully enrich and challenge children's learning.
- Children behave well and respond to the childminder's gentle reminders about what is expected from them. Younger children develop good social skills and show an interest in what their friends are playing. The childminder helps them to understand about taking turns. However, the childminder overlooks some opportunities to help children to develop a deeper understanding of why some behaviour rules and boundaries are in place.
- The childminder reflects well on the service she provides and identifies areas for further development. She seeks to extend her knowledge and researches various aspects of child development. Recent training helped her to reflect on how she uses her knowledge about children's home lives to support them further.
- The childminder works closely with parents from the onset to establish children's achievements and to help her decide how to best meet each child's needs. Parents say that they trust the childminder, feel that their children are safe and

well cared for, and that she 'goes the extra mile' for them. The childminder has regular discussions and advises parents on how to support children's continued learning at home.

- The childminder has a well-designed curriculum that accurately reflects the varying needs of children who attend her setting. She closely monitors the progress that children make and uses her observations of children to identify what they need to learn to progress well in their learning. She noticed that some children who were born during the COVID-19 pandemic need more support with their confidence in new social situations. She carefully plans experiences to help to support them in this aspect of their development. The childminder knows how to break down children's learning into a sequence of steps.
- The childminder has a strong understanding of child development and successfully helps them to reach their development milestones. She skilfully supports children's communication and language development. Babies and young children attentively listen to what the childminder says and copy some of her words. For example, they recognise when the childminder uses counting words and independently say some of these in the correct order. Babies enjoy listening to music and sway their hips in response. Older children learn the sounds that animals make and independently sing phrases from rhymes.
- The childminder supports children's physical development well. She provides a range of opportunities for children to build their large-muscle strength to climb, balance and safely descend steps.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of local safeguarding procedures updated. She is alert to potential signs that a child might be at risk. The childminder has a secure understanding of how to protect children and understands the procedures to follow if she has any concerns about a child's welfare. She knows what to do should she have concerns about the conduct of a person working in childcare. The childminder completes careful risk assessments of her home, garden and places they visit, so that children can play safely. She completes regular training to ensure that she has current knowledge about administering first aid.

What does the setting need to do to improve?

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

- extend the range of children's outdoor learning experiences to further build on their knowledge, understanding and skills
- support children to gain a deeper understanding of the reasons for the behaviour boundaries and rules.

Setting details

Unique reference number	204739
Local authority	Worcestershire
Inspection number	10115897
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	16 February 2015

Information about this early years setting

The childminder registered in 1992 and lives in the Bewdley Hill area of Kidderminster. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds and approved early years qualification at level 3.

Information about this inspection

Inspector

Anne Dyoss

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 and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these had on children's learning.
- The inspector held discussions with the childminder, children, and took into account the views of parents.
- The inspector sampled some of the childminder's documentation, including qualifications.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022