

Childminder report

Inspection date: 30 August 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm welcome as children arrive, and they respond with excitement to see her. She fosters mutually respectful relationships that enable children to settle quickly and feel safe and secure. The childminder provides children with clear instructions on behaviours and boundaries that are expected of them. They follow these routines and instructions well. Children are keen to join in with activities on offer. They seek out the activities of their choice and concentrate as they bathe baby dolls in water trays or create dens with the large blocks in the garden.

The childminder provides a range of opportunities for children to learn about mathematical concepts. Children confidently count how many of the same colour shapes they can find on their pictures, helping to develop their awareness of numbers. The childminder praises them for their contributions, helping to build children's confidence. She supports all children's communication and language skills well. The childminder is patient with children as they attempt to communicate their needs. For instance, when children ask for help and sometimes muddle their words, the childminder swiftly responds to them, repeating back clearly the correct spoken language, helping to develop children's understanding and speaking skills.

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

- The childminder continuously reviews children's progress and shares this with parents. All children who attend make rapid progress since their starting points. Parents speak highly of the care their children receive from the childminder. Children say they love to attend and have learned a lot from the childminder. The childminder shares with parents ideas on how they can support their child's learning at home.
- The childminder is reflective of her practice to ensure that she is meeting children's individual needs. She refreshes mandatory training, such as safeguarding and paediatric first aid. However, she does not always consider other ways to target her professional development more sharply to continue to raise the quality of teaching to the highest possible level.
- The childminder provides a range of different activities for children to explore and develop their awareness of the world around them. For instance, they look at the different vegetables that grow in the autumn or discover resources hidden in the leaves, such as tractors or farmers. This helps children to learn about the changes in seasons and the roles others play in the community. Children explore similarities and differences in cultural events. They learn about how others may celebrate cultural festivals and what may differ from how they would celebrate with their own traditions. For example, they discover the different foods people eat during these events and what traditions they have during these celebrations.

- The childminder embeds consistent routines to support children's personal care routines. Children confidently wash their hands. They rub soap into their hands and count along with the childminder to ensure that they wash them thoroughly. Children say that the reasons they wash their hands is because of the germs. When children go out into the garden during warmer weather, the childminder explains why it is important to wear sun cream. This helps them to develop their understanding of how to keep themselves safe in the sun.
- Children thoroughly enjoy their time out in the garden being active. They climb the climbing frame with confidence and practise their balancing skills as they stand on one leg. Children use the scooters with confidence as they manoeuvre around the space. The childminder encourages children to make healthy choices during mealtimes, helping to develop their understanding of keeping themselves healthy.
- Children sit with the childminder as they explore the tray that is filled with different-sized blocks. They eagerly choose what to make, and the childminder talks to them about their creation. The childminder introduces some ideas about how children might be able to make it taller with the blocks they have. This begins to help develop their understanding of problem-solving.

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:

- target professional development more sharply to continue to raise the quality of teaching to the highest possible level.

Setting details

Unique reference number	204752
Local authority	Worcestershire
Inspection number	10360518
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 10
Total number of places	6
Number of children on roll	15
Date of previous inspection	7 August 2019

Information about this early years setting

The childminder registered in 1991 and lives in Kidderminster, Worcestershire. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years childcare qualification at level 3.

Information about this inspection

Inspector

Katherine Wilson

Inspection activities

- This was the first routine inspection the childminder 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 discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared written feedback of the childminder for the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder spoke to the inspector about children's learning and development during an activity and how she was meeting their individual learning needs.
- The inspector observed the interactions between the childminder and the children.

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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