

Childminder report

Inspection date: 3 October 2023

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

The childminder shares her passion for the outdoors with children and uses this to inspire them to make new discoveries. She plans a wide range of learning experiences that motivate children and encourage curiosity. Children learn about life cycles and concentrate as they observe worms in a wormery they have helped to make. They learn facts about worms, such as how they do not like the sunlight and have five hearts. The childminder teaches children to respect animals and the natural world, and they handle worms and slugs with care.

Children thoroughly enjoy the time they spend with the nurturing childminder. New children quickly form close attachments to her and enjoy frequent cuddles. They show that they feel happy and safe in her care. The childminder enhances children's play with warm and knowledgeable interactions.

The childminder places a strong emphasis on encouraging children's independence. She gives them aspirations, such as explaining about tasks they will soon be able to do all by themselves. The childminder encourages the younger children to help with their personal care routines, such as putting their legs in trousers and attempting to put on their shoes. Young children are keen to be independent and can use a tissue to wipe their own nose.

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

- The childminder works closely with her co-childminder to review their practice and identify areas to further develop. She seeks the views of parents as part of this process. The childminder has identified further opportunities for children to be independent at mealtimes. She is in the process of teaching the children new skills, such as using a water dispenser to fill up their cups and water bottles for themselves.
- The childminder is committed to her ongoing professional development and completes research and training to keep her knowledge and skills continuously updated. Recent training has helped her to develop her understanding of different teaching approaches so that she can fully support the various learning styles that children have.
- The childminder works closely with parents to support children's continued learning at home and in the setting. Parents say that each day is different for the children and comment on the childminder's professionalism. Parents of new children fully appreciate the time she spends getting to know them and their children in readiness for the children's first full day. The childminder provides parents with detailed updates about their child's progress.
- An effective key-person system is in place. The childminder has a comprehensive knowledge of the children. She knows how to assess children's progress and

about making timely referrals for children with special educational needs and/or disabilities. Overall, she plans well for her key children and provides them with valuable learning experiences that help them to make good progress. However, the childminder does not identify within her curriculum a precise sequence of knowledge that children need to gain to fully support her key children in their developmental steps.

- The childminder supports children's communication and language well. Young children join in singing songs with her. Older children gain an extensive vocabulary and talk about the 'microbes' in the wormery. The childminder places a strong emphasis on the use of books to support children's language and listening skills. Children develop a love of reading. They show an interest in stories and factual books, such as identifying the birds from their bird song.
- The childminder provides children with plenty of opportunities to practise and develop their physical skills. Children learn how to push themselves along on a balance bike and begin to pick up speed. They access a range of tools to shape play dough. Children thoroughly enjoy the opportunities to practise their pouring skills as they transport water around the garden.
- Children behave very well and have a high level of respect for the childminder and the rules and boundaries. The childminder is skilled in helping children to understand what is expected of them and helps them to understand the reasons for the rules. For example, she explains to young children that they must have their bottoms on a chair and not stand on them because they might fall and hurt themselves. Children learn that it is kind to share, but there are some things they should not share, such as their drinks.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding training updated regularly and keeps her knowledge of safeguarding current. She understands about a wide range of indicators that a child is at risk of harm. This includes those relating to extreme views and practices. She knows how to make a referral to her local safeguarding partnership. The childminder makes effective risk assessments of her co-childminder's home and garden. She is quick to identify and address any hazards that may arise. For example, as children become confident on balance bikes, she proposes that they now need to wear helmets.

What does the setting need to do to improve?

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

- identify where the curriculum can be sequenced even more precisely to further inform the planning and teaching for children's learning.

Setting details

Unique reference number	204769
Local authority	Worcestershire
Inspection number	10300467
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	26 September 2019

Information about this early years setting

The childminder registered in 1992 and lives in Stourport-on-Severn. She operates from 7.30am to 5pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with a co-childminder in the co-childminder's home. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Anne Dyoss

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 childminder and has taken that into account in their evaluation of the provider.
- 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.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- Children interacted with the inspector 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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