

Childminder report

Inspection date: 26 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

The childminder works at her co-childminder's house along with assistants. She knows children and families well and prioritises supporting children's emotional well-being so children feel safe to explore and investigate. A clear routine incorporates a good balance of adult-led activities and opportunities for children to play freely and come together as a group. For example, during group time, children listen intently and thoroughly enjoy the action songs and choosing the next visual prop in relation to the song. The childminder skilfully interacts with children and introduces new vocabulary and concepts as they play, and children enjoy her interactions. Children are independent and cooperate well as they play imaginatively in the role-play area. The childminder offers plenty of opportunities for children to use a rich range of arts and crafts materials for them to cut, assemble and join. They begin to recognise their names and enjoy making marks and the most able children attempt to write their names. They begin to show an interest in some mathematical concepts, such as sorting by colour and counting. However, children do not always show sustained levels of interest during some mathematics activities as they are not always inspiring enough.

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

- The childminder works with a co-childminder and assistants and all have clear roles and responsibilities to ensure the smooth running of the setting. Together they offer a curriculum which is centred on promoting children's personal, social and emotional development and preparing them for their next stage of learning.
- The childminder adopts a nurturing approach and places a high priority on ensuring children feel secure and happy. She helps children gain a real sense of belonging and ensures they receive the emotional security they need to help them take part. Children cooperate well, easily follow instructions and enjoy each other's company.
- The childminder provides a rich range of experiences to help children make good progress. She places a key focus on promoting their language development. For example, daily singing sessions and stories are used extremely well to engage children and promote their communication and language skills.
- The childminder knows children well and uses her observations of children's learning to find out what they enjoy doing, and plans well for their interests. However, she does not always use this information sharply enough during her interactions with children to provide the highest level of challenge during activities.
- Children attend a variety of suitable playgroups that offer a range of play experiences and plenty of opportunities for children to increase their social skills. She places a clear focus on children learning through what they see and experience. For example, during seasonal walks children observe the changes

around them and collect natural items, which they use to make their creations.

- The childminder places a high priority on developing children's resilience by building a strong emotional connection with them and encouraging children to have a go. Children have ample opportunities to play together and resolve their own disputes and talk about their feelings.
- The childminder is up to date with all her mandatory training to help promote children's welfare and regularly observes and coaches the assistants. However, she does not always make the best possible use of professional development opportunities available to help deepen her knowledge even further, for example, developing her understanding of how to make mathematics activities even more appealing to all children.
- Partnerships with parents are strong. They are regularly consulted and their views acted upon and they report high levels of satisfaction with their children's care and progress. They are kept well informed about the programme of activities on offer and the progress their children make.
- The childminder places a clear focus on promoting children's physical development through outdoor play and indoor music and movement sessions. Children learn that exercise is good for their bodies and about the benefits of eating a healthy diet.

Safeguarding

The arrangements for safeguarding are effective.

There are robust procedures in place to ensure that those living and working on the premises are suitable and their ongoing suitability assessed. The childminder ensures all adults working with children have a good knowledge of child protection and the procedure to follow if they have a concern. Detailed risk assessments are carried out to ensure the home is safe and suitable. The childminder and her co-childminder place a high priority on keeping children safe on outings and when they collect children from the local school. Children learn about road safety and how to keep safe around the pet dogs.

What does the setting need to do to improve?

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

- use more sharply children's assessment information, including their next steps in learning, to help provide highly challenging activities to help them make rapid progress
- make better use of professional development opportunities to gain a deeper understanding of how to make mathematics activities appealing to all children, to help them make the best possible progress across the curriculum.

Setting details

Unique reference number	204799
Local authority	Worcestershire
Inspection number	10115903
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	12
Number of children on roll	26
Date of previous inspection	15 June 2015

Information about this early years setting

The childminder registered in 1991. She works with a co-childminder and assistants at her co-childminder's home in Kidderminster. 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 qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder and co-childminder.
- The inspector held a number of discussions with the childminder, co-childminder and assistant. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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