

Childminder report

Inspection date: 29 February 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder knows the children extremely well. She responds immediately to them when they become upset or when they show signs of tiredness and/or hunger. Children routinely seek out the childminder when they are in need of support. The childminder showers the children with high levels of care, cuddles and love. This helps children to feel safe and secure. Children generally behave well. The childminder is consistent with how she manages children's behaviour. She reminds children of the rules where required and encourages them to use their manners.

The curriculum covers all areas of learning. The childminder uses lots of enthusiasm to encourage children to join in with the activities that are on offer. Children are confident learners. They eagerly share their views and knowledge with each other and with the childminder. Children laugh and smile together as they reach out to touch and 'pop' the bubbles. Children enjoy their time outside, as they look for different insects and bugs. The childminder introduces lots of early mathematical language as the children play. For example, she talks to them about numbers, shapes and sizes. Children make good progress in their development. The childminder shares key information with other settings that children are due to attend. This helps to ensure that children receive the consistency they require as they transition to other settings.

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

- The childminder is passionate. She uses the feedback from others as well as her own evaluations to help identify further ways the setting could improve. The childminder is keen for all children to leave her setting ready for the next stage in their learning.
- The curriculum is varied. The childminder places focus on supporting children's communication and language. The childminder reads stories and sings rhymes with lots of excitement. This helps all children to become completely absorbed. Children join in with key words and actions from familiar songs and rhymes. The childminder effortlessly remodels children's language as they speak.
- The childminder finds out children's starting points from parents. She then continues to observe and assess children's development over time. This helps her to identify any gaps in children's learning and to plan next steps for children to achieve. The childminder demonstrates a sound knowledge of how she would work in partnership with others, if she becomes concerned about a child's development.
- The childminder uses what she knows about the children, such as their interests and next steps, to help plan activities. However, there are occasions, particularly, during group times where the childminder does not adapt her teaching practice

or activities to meet all children's current level of understanding. This impacts on children's overall level of engagement during these activities.

- There are occasions where some children display undesired behaviours towards one another. The childminder immediately talks to the children about their actions. She also encourages the children to say sorry to one another. However, the childminder does not yet support the children to start to understand how they can regulate their own feelings and emotions. Consequently, some behaviours are repeated.
- The childminder tailors settling-in sessions to meet the needs of the children who attend. She gathers key information from parents about their child during this time to help her understand all children's individual needs.
- Parents speak highly about the childminder. They state that their children are happy and settled. Parents add that they can see the progress their child has made in their development. The childminder regularly shares and gathers key information with parents to keep them informed of their child's progress and ways they can support their child at home.
- The childminder provides lots of opportunities for children to build on their independence. For example, children eagerly attempt to peel their own fruits or to get themselves dressed. The childminder praises the children for their effort and is on hand to assist them where required.
- The childminder is keen for children to learn about themselves and others. She talks to children about different family make-ups. The childminder also teaches about a range of festivals with the children. This helps children to learn about their similarities and differences and helps to prepare them for the wider world.
- The childminder takes the children on regular outings. She has effective arrangements to ensure that children are kept safe while out and about. This includes completing robust risk assessments.

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:

- tailor activities and/or teaching practice, particularly during key groups to meet children's current level of understanding, in order to support children to maintain high levels of engagement
- support children to regulate their emotions and feelings with an aim to help them understand how their actions impact on others.

Setting details

Unique reference number	204915
Local authority	Worcestershire
Inspection number	10334882
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	2 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 November 2018

Information about this early years setting

The childminder registered in 1996 and lives in Redditch, Worcestershire. The childminder holds an appropriate qualification at level 3. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for four-year-old children.

Information about this inspection

Inspector

Louise Chinyuku

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder showed the inspector the setting and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about the curriculum and what she intends for children to learn, with a particular focus on communication and language.
- The inspector viewed feedback from parents and spoke to children and took account of their views.
- The inspector observed the interaction 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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