

Childminder report

Inspection date: 28 May 2025

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

Children excitedly greet the childminder and their friends with smiles and cuddles at the door. They happily separate from their parents and confidently engage in play. This shows that children feel safe and secure. The childminder uses praise to promote children's positive behaviour and help them learn right from wrong. She reminds children of her behavioural expectations and how they are in place to keep them safe. Furthermore, she encourages children to use impeccable manners by modelling them herself when she communicates with children.

The childminder plans an engaging curriculum. Children become engrossed in activities she has carefully selected to extend their knowledge and skills. They develop their personal and social skills when they take turns and share with their friends. They practise their fine motor and mathematical skills as they use tongs to pick up and sort different-coloured dinosaurs into matching bowls. The childminder encourages children to practise their counting skills and learn about size as they make different-sized balls with play dough. She creates a calm environment where children freely and safely explore her provision. Nursery rhymes play gently in the background as children play, which the childminder and children sing along to. This helps to develop children's vocabulary.

The childminder encourages children to become increasingly independent. She organises toys and resources to enable children to independently make choices in their play. She works with parents to help support children with toilet training. Two-year-olds confidently indicate their toileting needs, proudly use their potties and help to empty them afterwards. Children learn how to dress themselves when they dress up in role-play costumes, manage their own coats and shoes and persevere when putting on aprons as they get ready to paint.

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

- The childminder completes two-year-old progress checks, which identify delays in children's development. She consults with parents and ensures prompt referrals are made for specialist support. She places an emphasis on developing children's communication and language skills. She models language and extends sentences by adding new words as she plays alongside children.
- The childminder engages with a supportive network of other childminders. They share ideas, resources and updates in early years practice. This also provides the opportunity for children to mix with a wider circle of friends, which helps to develop their social skills.
- The childminder plans daily opportunities for children to play outdoors and explore their local community. She takes children to toddler groups, farms, parks and soft-play settings as well as historic houses and grounds. Children observe

changes in nature throughout the seasons. They lie under apple trees, watch bees in the blossom and observe the changes as apples start to grow. Children recall winter walks and talk about ice and puddles they jumped in. This promotes children's physical and mental health and well-being. However, the childminder does not always help children to learn about healthy eating. Children often eat sugary food and less healthy options at snack time and lunchtime.

- The childminder's provision supports children to become highly motivated learners. Children engage enthusiastically with both adult-led and child-initiated activities. They listen, follow instructions and show sustained levels of concentration. This helps to prepare them for the next stage of their education.
- The childminder knows children and families exceptionally well. Parents state the childminder makes returning to work easy. She provides support and guidance for children and parents during challenging times, including bereavement. Parents describe the childminder as an extension of their family. They say she creates an engaging environment where children feel safe, valued and inspired to learn and grow. They talk about wonderful outings the childminder plans for children in all weather conditions and describe her as a cherished part of their families journey.
- The childminder completes additional training to further improve the quality of her teaching. She engages in monthly updates with her local authority to keep her knowledge and skills up to date. She is currently redeveloping her garden and has ambitious plans to create an all-weather play space for children to enjoy.

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:

- promote children's health and well-being further by supporting children to make healthy choices at mealtimes.

Setting details

Unique reference number	204916
Local authority	Worcestershire
Inspection number	10398334
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	0 to 12
Total number of places	7
Number of children on roll	10
Date of previous inspection	16 October 2019

Information about this early years setting

The childminder registered in 1992 and lives in Redditch. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for children aged from nine months up to four years old. She also provides before- and after-school care and holiday care for school aged children.

Information about this inspection

Inspector
Sharon Wilcox

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- 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 spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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