

Childminder report

Inspection date: 7 November 2019

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 have fun in this homely, safe, child-centred environment. They take part in a wide range of exciting and innovative activities that stimulate their curiosity and encourage them to be motivated and eager to learn. Children investigate as they push a truck through play dough and look at the patterns that the tyres make. The childminder tells them that the patterns look like craters on the moon. Children find a photograph of the moon and compare it to the patterns they have made. They concentrate as they paint rockets and the childminder adeptly differentiates the activity to ensure children of all ages are able to participate fully. Children experiment as they mix paint to see what colours they can make. Older children investigate how a rocket launcher works as they jump onto the air pad to launch the rocket into the air. The childminder extends children's curiosity as she asks them to look around the room to see if they can find any other toys that will fly. They find that a rolling pin does not have a hole in it so it will not fit onto the rocket launcher. They try a glitter stick and are captivated and shout with excitement as it fires into the air. Children's behaviour is good. They learn good manners and say 'please' and 'thank you' appropriately. They play well together as they share and take turns with the toys.

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

- Children form close relationships with this friendly, kind, caring and personable childminder. The childminder knows the children and their families exceptionally well. She recognises when children are tired or need a little extra support. Children actively seek her out for a reassuring cuddle or to join in their games.
- The childminder has a very good knowledge of where children are in their learning, the progress they have made and what they need to help them move forward. She regularly assesses and tracks children's progress. This ensures that she is able to recognise promptly if there are any gaps in their learning and implement strategies to ensure that they swiftly close. Very occasionally, the childminder is too quick to intercede and does not give children enough time to think of answers or solutions for themselves.
- The childminder regularly evaluates the quality of her provision. She attends training to gain additional knowledge and ideas. She implements what she learns through training and online research into her practice to ensure children are continually interested in activities and are inspired to learn.
- There are good partnerships with parents and the childminder works closely with them to ensure consistency in children's care and learning. She shares information with parents daily about what children have enjoyed and activities they have taken part in. The childminder ensures that parents are fully up to date with their child's progress.
- The childminder obtains in-depth information from parents when children first

start. She uses this information to help children to settle swiftly and to plan activities that support children's learning from the outset. Parents' comments are extremely positive. They say that children are cared for in a safe, loving environment and that they are delighted by the standard of care their children receive.

- Children gain the skills that they need for their future learning. They use mathematical language during their play as they count objects. Children have much fun as they make a rocket with string, a balloon and a cardboard tube. They count 5-4-3-2-1 before they let go of the balloon and run to see how far the rocket has travelled. The childminder introduces mathematical concepts as she marks where the rocket stops and children compare which has gone the furthest. They experiment to find different ways to make the rocket go further and quicker.
- The childminder enhances children's communication skills. She listens to them and is interested in what they say. Children who speak English as an additional language are supported well. The childminder helps them to understand and repeat simple words.
- Children learn the importance of a healthy lifestyle. They wash their hands at appropriate times during the day. The childminder reminds children to cover their mouth with their hands when they cough to prevent the spread of germs. Children have plenty of opportunities to play in the fresh air and they spend time outside every day. They go on outings to local parks and take part in riverside walks. Children make their own sandwiches and cut them into rocket shapes. They pretend that round cheeses in red wrappers are the planet Mars and that tomatoes are meteors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an in-depth knowledge of the signs that may indicate that a child is being abused or neglected. She has attended training to ensure that she is up to date with current issues. This includes a knowledge of wider safeguarding issues, such as preventing children from being drawn into extreme situations. The childminder is fully aware of who to contact for advice and support should she have any concerns about a child in her care. The environment is safe and secure and the childminder is vigilant in minimising any potential hazards and risks to children.

What does the setting need to do to improve?

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

- provide children with the time they need to find solutions and think of responses for themselves.

Setting details

Unique reference number	204940
Local authority	Worcestershire
Inspection number	10072506
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	26 July 2016

Information about this early years setting

The childminder registered in 1998 and lives in Worcester. She operates all year round, from 7am until 7pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rebecca Johnson

Inspection activities

- The quality of teaching during activities indoors and outdoors was observed, and the inspector assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection and carried out a joint evaluation of the teaching and learning with the childminder.
- The areas of the childminder's home used by children were viewed by the inspector.
- The inspector looked at relevant documentation, such as policies and children's records.
- The views of parents were taken into account 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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