

Childminder report

Inspection date: 18 September 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 form secure relationships with the nurturing childminder. Good settling-in sessions help children to be ready for the move from home to the setting. The childminder invites parents and children to attend stay-and-play sessions which she tailors around their individual needs. This helps children to become familiar with her, her family and their surroundings. Children are very happy and settled in the childminder's care.

The childminder implements a broad curriculum that reflects children's interests, learning styles, and developmental stages. She prioritises key skills that prepare them for future learning, such as communication, independence, and social interaction. The childminder effectively models language to support children's early speech development. For example, she encourages young children to use associative sounds, such as 'buzz' to represent flying bees. Children display positive attitude to learning. They engage purposefully with technology, confidently navigating educational games on an interactive board. Young children develop hand-to-eye coordination and problem-solving skills. They carefully touch the screen to make insects and animals move. The childminder sits alongside children to support their play. She uses meaningful opportunities to introduce and reinforce their knowledge of number, shape, and measure. For example, she encourages children to look at the shape of the leaves and to count how many legs the insect on the screen has.

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

- The childminder's home is clean and organised. It meets the needs of young children, with clearly defined areas for play, rest, and mealtimes. Children make independent choices about their play because the childminder ensures resources are on their level and easily accessible. They benefit from regular opportunities for fresh air and exercise. Children develop good physical skills. They safely run and play outside in the childminder's garden.
- Although the childminder effectively supports children's learning and development, she has a reactive rather than proactive approach to her professional development. For example, following the notification of the inspection, she reviewed recent changes to legislation and updated her documentation. This means the childminder is yet to embed a consistent approach to ongoing professional development to drive continuous improvements in her practice.
- The childminder seeks a range of information from parents when children first begin to attend. She gathers details about children's interests and care needs. However, the childminder does not consistently collect detailed information about children's prior learning to accurately identify what children already know

and can do. This means, she is not always able to tailor learning experiences precisely to individual children's needs from the outset.

- The childminder has high expectations for children's behaviour. Children understand the clear and consistent boundaries the childminder sets, such as sitting at the table to eat and holding hands when walking outdoors. These routines help children to feel safe and secure. Children respond positively to the calm and respectful way the childminder manages behaviour. She encourages children to sit with her to think about their actions, helping them to develop self-regulation and emotional awareness from an early age.
- Children learn about the world around them through an inclusive curriculum that reflects and celebrates British values and cultural diversity. The childminder reads children stories, engages them in meaningful discussions and provides creative activities to introduce cultural celebrations, such as Chinese New Year. Regular outings into the local community broaden children's awareness of different people, places and roles, supporting their social development and cultural understanding.
- The childminder supports children's good health. Children benefit from a range of nutritious, home-cooked meals and snacks, which helps to support healthy eating habits. The childminder attends to children's personal care with a calm and caring approach, promoting their comfort and well-being. She reminds children to wash their hands at regular intervals throughout the day, encouraging good hygiene routines from an early age.
- Partnerships with parents are good. The childminder shares information with them through daily discussions and digital messages. This helps parents to stay informed about their children's development and care. Parents are very happy with the service provided and comment positively on the childminder's dedication and warm, nurturing approach.

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:

- develop a more consistent and proactive approach to ongoing professional development to drive continuous improvements in the setting and promote even better outcomes for children
- seek further information from parents about children's prior learning and development when they first begin to attend, to accurately identify their starting points and plan learning experiences that meet individual needs from the outset.

Setting details

Unique reference number	204940
Local authority	Worcestershire
Inspection number	10398736
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 November 2019

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. The childminder offers funded early education for children aged from nine months to three years.

Information about this inspection

Inspector

Tina Smith

Inspection activities

- 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 interactions between the childminder and children.
- Parents shared their views of the setting 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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