

Childminder report

Inspection date:

2 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are secure and have nurtured relationships with the childminder. The childminder is quick to support babies' well-being, with a cuddle when needed. Babies settle well and gain confidence quickly. The childminder encourages babies to investigate new resources and toys. They learn to engage in a range of play activities.

Babies explore their environment with all their senses. They learn to concentrate when they use jugs to pour water from one jug to another, learning to hold different-sized tools. Babies whisk corn flour and water together to explore the new texture it makes. They laugh when ice cubes pop out of their hands into the corn flour. Children mix foam and natural resources to make cream pies at their forest school day trip. They become confident in trying new things.

Children have an array of opportunities to socialise with others and learn about their community. They discover new sounds and ways to use musical instruments at their local toddler group. Children learn about animals at the farm and find their favourite topic books at the library. They begin to make relationships with others when they meet up with other childminders and their children in the area.

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

- The childminder keeps up to date with relevant training. This has helped her to continue improve her practice and her setting. The childminder uses a childminding network and other local childminders to discuss recent topics and local concerns and share practice. This enables her to remain evaluative in her work.
- The childminder is knowledgeable about early education and learning development. She observes, assesses and plans for children's next steps based on their interests and previous experiences. The childminder endeavours to extend children's knowledge by providing a varied curriculum. This means that children benefit from learning. They make positive improvements in their learning in the childminder's care.
- Children make progress in their communication and language. The childminder uses stories to introduce new words to babies. Babies begin babbling and signing to words in the books they see. Babies begin to imitate single words, such as 'tractor' and 'book'. The childminder sings rhymes to the children while they catch bubbles in the kitchen. She introduces simple, single words in other languages to aid bilingual children in their communication. The childminder uses signs and gestures to encourage babies to express their needs. Children sign words, such as 'more,' 'please' and 'thank you'.
- The childminder introduces babies to sensory play, at a stay and play group.

Babies learn how to use electronic toys, which make sounds, light up and move in different ways. Younger children learn to explore their surroundings with support.

- The childminder provides nutritionally balanced meals for all children. Children learn about healthy eating while cooking their evening meals. Older children learn to cut up their vegetables to put in the slow cooker or how to mix ingredients to bake cakes, as a treat.
- Children have vast opportunities to become skilful in their fine motor development. They learn to push toy tractors along the ground, use a variety of tools, such as kitchen utensils and turn pages in a book. Young children learn to use spoons to feed themselves at mealtimes. Children learn to climb at the park. However, at times, the childminder does not consider how to further support gross motor skills.
- The childminder has strong bonds with parents and carers. She finds out initial information from parents and uses this to help children to settle quickly. Parents talk highly of the childminder's ability to bond with their children. They state that their children love to attend. The childminder communicates with parents daily, via a daily diary, about recent topics and future trips. She helps parents to extend children's learning at home by sharing next steps and ways to achieve them.
- The childminder shares assessments with other childminders and staff at schools to aid continuity to each child's learning. She creates school transition books to help staff at schools to get to know their new children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about signs and symptoms that may indicate a child is at risk of abuse. She is aware of the different types of abuse, including radicalisation and extremism. The childminder understands the actions she should take in case of a concern. She understands that there are local services where she can get advice from other professionals, such as the local authority designated officer. The childminder undertakes effective daily risk assessments to ensure that her setting is safe for children to attend. She educates children about their own safety, such as road safety and using tools safely, so they can begin to recognise their own risks.

What does the setting need to do to improve?

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

- enhance teaching further to provide more opportunities for children to develop their gross motor skills.

Setting details

Unique reference number	205015
Local authority	Worcestershire
Inspection number	10115907
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	1 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	1 October 2015

Information about this early years setting

The childminder registered in 2000 and lives in Worcestershire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Sophie Van Harten

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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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