

Childminder report

Inspection date: 15 April 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 benefit from a safe and well-organised learning environment both indoors and outdoors. They form secure attachments with the caring childminder who knows them and their families well. Children are happy and clearly enjoy the time they spend in her care. They are eager to play and motivated to learn. The childminder provides a broad range of play activities that reflect children's interests and are tailored to their individual needs. Children make good progress from their starting points.

The childminder supports children to develop early literacy skills. Children enthusiastically make marks with crayons on paper and listen attentively to their favourite stories. They respond positively to the childminder's gentle reminders. For example, to sit and not jump on the furniture. Children follow her instructions and help to tidy away the toys before lunch. They are becoming confident communicators. The childminder engages children in meaningful conversations, encouraging them to express their thoughts and ideas. They talk about their families and favourite story characters. The childminder supports children's understanding of the world through hands-on learning experiences. For example, children observe the life cycle of a butterfly and are beginning to learn vocabulary, such as 'egg', 'caterpillar' and 'chrysalis' to describe what they see.

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

- The childminder demonstrates a secure understanding of how children learn and develop. She strives to deliver high quality care and education to children at all times. The childminder is keen to continue with her professional development and attends training to ensure her knowledge is up to date. She sends home questionnaires to seek the views of parents and meets regularly with other childminders to discuss best practice and changes to legislation. This helps to drive continuous improvements at the setting.
- The childminder thoughtfully plans adult-led activities to help children gain important skills, such as developing strength in their hands in readiness for early writing and recognising numbers from one to five. Children are eager to explore and investigate the resources. They fill and empty containers with dried pasta and pick up small items with large tweezers. Although the childminder has clear learning intentions for the activity, at times, she introduces too many concepts into the activity which makes it hard for children to focus and fully understand what they are meant to be learning.
- Partnerships with professionals from other settings children attend are well established. The childminder speaks with them at drop off and collection times to pass on messages or discuss any incidents or minor accidents. However, the childminder is yet to share enough information about children's achievements to

offer a fully consistent and complimentary approach to their development.

- The childminder has high expectations for children's behaviour and consistently reinforces these through clear, age-appropriate boundaries. Children understand the house rules and are beginning to play cooperatively with their friends. The childminder models positive behaviour and gently reminds children to use good manners throughout the day, which helps with their developing social skills. However, the range of experiences the childminder currently provides does not fully support children to develop a deep understanding of how to recognise, express, and manage their feelings to build on their emotional awareness and self-regulation skills.
- The childminder supports children to learn about healthy lifestyles. She provides them with nutritious snacks and encourages children to eat savoury items in their lunch box before anything sweeter. Care and hygiene practice is good. The childminder gently attends to children's personal care and encourages them to wash their hands at regular intervals throughout the day.
- Relationships with parents are good. The childminder keeps them updated about children's time at the setting through daily conversations and digital messages. Parents express complete trust and appreciation for the care their children receive. They feel well-informed about children's time at the setting and value the nurturing environment.

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:

- review the number of concepts introduced during adult-led activities to help children maintain focus and fully understand the learning intention
- build on the already good communication with other settings children attend to share more information about children's achievements, to fully promote continuity and consistency in their learning and development
- provide a wider range of experiences to help children recognise, express and manage their feelings, to support emotional awareness and self-regulation skills.

Setting details

Unique reference number	205025
Local authority	Worcestershire
Inspection number	10376008
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 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	14 May 2019

Information about this early years setting

The childminder registered in 1991 and lives in Worcester. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers funded early years education for children aged from nine-months to four-years-old.

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 inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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