

Childminder report

Inspection date:

6 February 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children have a close attachment to the childminder and demonstrate that they feel safe. They benefit from a respectful, warm and loving relationship with the childminder. Children benefit from quality, language-rich conversations. For example, they thoroughly enjoy playing with the farm animals, and are given the time they need to respond and repeat words and sounds. They enjoy listening to and singing songs as they carry out routine tasks, such as washing their hands.

The range of activities on offer quickly capture children's curiosity and are planned with their individual needs in mind. On the occasions when teaching is excellent, children show extremely high levels of engagement. For example, children use a very rich range of visual aids from the 'song bag'. They are enthused as they use the blanket to hide. They eagerly repeat words and scream with delight as they move the blanket slowly and then fast. Children are often intrigued by what is on offer as it appeals to their interests. For example, they have a keen interest in filling items; they are eager to use tongs and scoops to pick up wool and pasta to put into their paper bags. Activities provided have a clear learning intention, and are used well to help children progress.

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

- Good progress has been made since the last inspection. The experienced childminder has made very good use of online training webinars to update her knowledge to help her provide a rich educational programme. It is centred around fostering children's self-esteem and promoting their desire to learn. Supporting children's communication and language development is a high priority and this has a very positive impact on the childminder's work with children. On occasion, the childminder's interactions with children to engage them and to support their communication and language skills are excellent.
- The childminder makes daily observations of what children can do and enjoy. She uses this information precisely to plan activities and experiences linked to their next steps to help children make good progress. She swiftly identifies any children who may benefit from additional support, and skilfully adapts activities to ensure the most able children are fully challenged.
- The childminder establishes close relationships with parents and the extended family. She listens, understands and values their wishes to ensure she meets the needs of children. For example, the childminder diligently follows any special care routines to help meet the needs of children with medical needs. Feedback from parents is overwhelmingly positive. They report that their children thrive in this nurturing environment, and the range of activities on offer impresses them. Parents receive detailed progress reports about their children's development and their next steps in learning, to help them progress.

- Promoting children's health and physical development is strong in many aspects. The childminder teaches children about the benefits of eating a healthy diet, limiting sugar and the importance of cleaning their teeth. She offers plenty of activities to help promote children's hand-to-eye coordination in preparation for writing. Children have daily opportunities to be outdoors in the fresh air. However, the childminder does not often plan enough opportunities for children to use steps and climb, to help further extend their physical development.
- Children have good first-hand experiences to learn about living things and the natural world. For example, they learn about the life cycle of trees, butterflies and frogs. They plant and care for sunflowers, cress seeds and broad beans, and learn about growth and decay. Children begin to talk about their experiences at home and their own families. However, the childminder plans few age-appropriate opportunities for children to learn about their differences and about the wider community, to further extend their understanding of diversity.
- Promoting children's emotional well-being and resilience is a clear priority. The childminder ensures she has a deep knowledge of children's care needs and personalities when they first start to help them settle. Equally, when children move on to nursery and school, she ensures she shares useful information about their unique personalities and development to help support this transition.

Safeguarding

The arrangements for safeguarding are effective.

All members of the household, which includes the assistant, are vetted and suitable. There are effective systems in place to ensure the assistant has a clear understanding of his role, responsibilities and the procedures in place to keep children safe. The childminder and the assistant have a good understanding of child protection issues and the procedures to follow if they have a concern. The childminder ensures she carries out effective risk assessment to ensure children are safe in the home, garden and when on outings. She teaches children about minimising risks as they play, and the older children learn about the risks of the internet and social media.

What does the setting need to do to improve?

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

- provide age-appropriate opportunities for children to learn about their differences and the wider community, to help increase their knowledge of diversity
- increase the opportunities for children to use steps and to climb, to help further support their physical development.

Setting details

Unique reference number	205036
Local authority	Worcestershire
Inspection number	10239742
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	19 April 2022

Information about this early years setting

The childminder registered in 1995. The childminder lives in Bromsgrove, Worcestershire and works with her husband who is an assistant. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the childminder completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation and held discussions with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household and working on the premises.
- The inspector took into account the views of parents.

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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