

Childminder report

Inspection date: 21 October 2021

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

All children, including babies, are extremely happy and confident in this safe and familiar environment. They have a close bond with the childminder and thoroughly enjoy her company and interactions. Children show sustained levels of interest and enjoy learning, and even the youngest babies delight in the experiences on offer. For example, babies press buttons on an electronic toy and are encouraged to repeat the animal sounds they hear. They delight in throwing and catching balls in the ball pit. Children are excited to try new activities. For example, during a painting activity they use their fingers, paintbrushes and sponges to make marks on the paper. Children spend a long time at the activity as the childminder talks to them about what they are doing and responds to their requests.

Children quickly adapt to changes in the routine and behave well. Babies begin to learn to share and show concern for others and children play well together, sharing and taking turns. Children are supported well to eat their meals and snacks. The childminder knows their individual routines and provides well for them. Children show a keen interest in books and often ask for the same story twice. They are keen to lift the flaps, turn the pages and repeat the animal sounds. The activities on offer are used well to reinforce and introduce new learning to help children make good progress.

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

- The childminder uses the changing seasons, special events and children's interests to plan an enjoyable and sequenced educational programme. Children benefit from good first-hand experiences as they visit the local parks, farms and places of interest to learn about the natural and wider world. She places a clear focus on getting children ready for their next stage of learning, including school.
- The childminder regularly assesses children's learning and plans activities for their enjoyment and to help them progress. However, she does not always make the very most of this information to help her identify where she can further develop the educational programme. This is particularly with regards supporting children's mathematical development to help them make the very best possible progress in all areas.
- The childminder promotes children's language development through her skilful interactions. She clearly prioritises babies' language development from the very start and works closely with parents to help them support their early communication. Any concerns are swiftly identified and shared with parents. She works closely with any other professionals working with children to help close gaps in their learning.
- Children benefit from an interesting range of physical activities to help strengthen their fingers and hands in readiness for writing. The childminder

ensures children have ample opportunities to take part in writing activities, according to their age and ability. However, the childminder does not have a secure knowledge of how to teach the skills children need to acquire ahead of learning to read. For example, she does not provide enough opportunities for children to learn about rhythm and rhyme to further support their literacy development.

- Parents report they are extremely happy with the service they receive and the range of activities on offer for their children. The childminder provides regular detailed reports on their children's progress and next steps in learning. She provides plenty of ideas about how parents can support their children further at home.
- Promoting children's health is a clear priority. For example, the childminder provides useful information to parents about healthy eating, healthy packed lunches and limiting the use of dummies. She teaches children about the importance of good oral hygiene and limiting sugary foods and snacks. Some children choose to clean their teeth at the childminder's home and this time is used effectively to reinforce good dental care.
- Children learn to manage their feelings as there is clear focus on children talking about their emotions in the setting. The childminder helps children learn about their own and other's customs, and other languages spoken. For example, all children are encouraged to greet each other in English and any other languages spoken by them and their families.

Safeguarding

The arrangements for safeguarding are effective.

All members of the household are vetted and suitable. The childminder has a clear understanding about her role and responsibility in relation to child protection and keeping children safe. Her home is safe, clean and hygienic, and daily safety checks are carried out before children arrive. There are clear procedures in place to keep children safe when they are on outings and in the car as well. The childminder also teaches children about how to keep themselves safe. For example, she talks to children about the importance of internet safety and being safe on any outings.

What does the setting need to do to improve?

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

- use children's assessment information more precisely to help identify further areas for development, in particular in supporting children's mathematical development to help them make the best possible progress
- increase knowledge of how to use rhythm and rhyming activities to further support children's early literacy development.

Setting details

Unique reference number	205054
Local authority	Worcestershire
Inspection number	10072507
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	26 July 2016

Information about this early years setting

The childminder registered in 1998 and lives in Redditch. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- This is the first inspection the childminder 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 the evaluation of the setting.
- The inspector and the childminder completed a learning walk together to check the safety of the premises and to gather information about the learning 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 evaluation of an activity and held discussions with the childminder.
- The inspector looked at relevant documentation and checked evidence of the suitability of adults living in the household.
- 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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