

Childminder report

Inspection date: 1 October 2024

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

The childminder provides children with a warm, welcoming and homely learning environment. Children form secure relationships with the caring childminder, who knows them well. They demonstrate a strong sense of belonging and move freely around the childminder's clean and organised home. Children clearly enjoy the time they spend in the childminder's care.

Children make good progress in their learning. They are eager to play and motivated to learn because the childminder provides them with a wide range of good-quality toys and resources. She plans a broad curriculum inspired by their interests and next steps in learning. Children benefit from a good range of adult-directed and child-initiated play. For example, the childminder helps children to develop strength in their hands in readiness for early writing. Children focus as they use tools to mix and stir icing to spread on a cake. They demonstrate good hand-eye coordination. Children carefully select tiny decorations to add to the top of their cake. Young children lead their own learning. They pretend to cook in the play kitchen. Children display high levels of concentration. They repeatedly place resources inside the toy microwave and press buttons as they pretend to turn it on and off.

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

- The childminder attends training to keep her knowledge and skills up to date. She meets regularly with other childminders to discuss best practice and any changes to legislation. The childminder knows what she does well and identifies some areas for further development. For example, she would like to lessen the amount of paperwork she does. Although the childminder evaluates the quality of her setting, she is yet to seek the views of parents to help her drive ongoing improvements.
- The childminder engages children in thoughtful conversations throughout the day. She asks them questions that encourage children to think and respond. For example, she asks them to recall the story and think why the elephant cannot blow from her trunk. However, on occasions, the childminder does not fully support all children's communication and language skills. At times, she misses opportunities to repeat and correct words that children mispronounce. The childminder does not always encourage children to use single words or shorter sentences to help them to be better understood.
- The childminder has high expectations for children's behaviour. Children know what she expects from them. The childminder gently reminds them of the house rules, such as not to climb on the furniture. Children play cooperatively with their friends and use good manners throughout the day. Although the childminder provides children with some resources to support their emotional literacy, she is

yet to provide them with a wide enough range of experiences to fully support children to learn the language of feelings and emotions and use these to explain how they feel.

- Partnerships with parents are well established. The childminder shares lots of information with them about children's time at her setting. For example, she speaks to parents on a daily basis and invites them to look at their children's learning journals. The childminder sends home newsletters to keep parents informed of her intentions for children's learning. She suggests ideas, such as activities to do at home, so parents can complement and extend children's learning.
- Children are developing a love of books from a young age. They sit comfortably on the sofa alongside the childminder as she enthusiastically reads to them. The childminder encourages all children to be involved at story time. For example, she prompts children to take turns to turn the page and to identify the characters in the story.
- Hygiene and care practices are good. The childminder follows sleep routines from home and gently attends to children's personal care. She reminds children to wash their hands at regular intervals throughout the day. The childminder uses these everyday routines to revisit and embed children's learning. For example, the childminder encourages children to count to 12 as they wash their hands and supports children to identify the different-coloured towels as they dry them. Children recognise the difference between colours, such as purple and violet.

Safeguarding

The arrangements for safeguarding are effective.

There is a positive culture around safeguarding that puts children's safety first.

What does the setting need to do to improve?

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

- build on the already good partnerships with parents to seek their views on the quality of the setting to help drive ongoing improvements
- strengthen interactions with children to offer consistent levels of support to enhance children's communication and language skills
- provide children with even more experiences to learn the language of feelings to further support their emotional well-being.

Setting details

Unique reference number	205071
Local authority	Worcestershire
Inspection number	10348800
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	0 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	17 October 2018

Information about this early years setting

The childminder registered in 1983 and lives in Kidderminster, Worcestershire. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers funded early education for children.

Information about this inspection

Inspector

Tina Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are 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.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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