

Childminder report

Inspection date: 25 March 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are welcomed into a homely environment filled with a rich variety of resources reflecting their interests and developmental needs. They have access to a secure garden area that offers opportunities for imaginative play and developing large-muscle skills. Children demonstrate feeling safe, secure and happy. They are confident to freely access resources and interact with others. Social skills are encouraged through shared experiences, such as sitting together to have breakfast.

Children benefit from a language-rich environment. The childminder encourages them to learn conversational skills and develop their language. She provides a narrative for play and praises efforts to use familiar and new vocabulary. The childminder skilfully uses open-ended questions. This stimulates children to take time to think about their responses and express their own ideas. Children are actively encouraged to develop independence, such as when filling a pot with soil ready to plant a flower, or taking off their shoes and coats without support. They are given choices about what they would like to do and have a firm understanding of the routines of the day.

Children demonstrate high levels of perseverance when facing a challenge, such as when they try to remove stickers from backing paper. They are developing observational skills that support their growing interest in and knowledge of the natural environment.

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

- The childminder has a clear vision for her curriculum. She considers the children's starting points and offers experiences that build on previous knowledge. When children are faced with challenges, the childminder offers encouragement and support. Consequently, children are confident to try new things and have high levels of self-esteem.
- The childminder invites children to participate in activities with exciting introductions and explanations. Children are free to explore what is on offer and to add their own enhancements. Communication and language are encouraged at every opportunity. The childminder introduces new descriptive words, such as 'cold', 'warm', 'rough' and 'smooth', to describe the environment children are playing in. Children receive praise for their efforts and the activities are adapted to meet the individual needs of the children. Consequently, children behave extremely well.
- Mathematical development is supported in play, such as when trying to find a vehicle that will fit on an enclosed floor of a toy garage. The childminder uses words such as 'too big', 'bigger', 'smaller' and 'small enough' to help support

children's understanding of the concept of size.

- Children enjoy singing familiar songs. They choose rhyme-related toys out of a 'song bag' to prompt singing. Children delight when they place a puppet of a duck on their finger and the childminder sings 'Five little ducks went swimming one day'. Children smile and make the sound of duck. The childminder promotes literacy extremely well. Children have free access to a wide range of age-appropriate books. They also attend story time sessions at the local library.
- The childminder has built good relationships with parents. She uses daily discussions and a communication book to inform them of what has happened during the day. Since the last inspection, the childminder has begun to share resources, allowing children to borrow toys from the setting. This supports the links between the home and the childminder. It also supports children's personal development in learning to share and be responsible.
- Children benefit from the childminder having good links with other settings that children attend. Regular sharing of topics and themes from the pre-school supports the childminder in offering complementary experiences within her setting. However, at times, there are missed opportunities for these experiences to be enhanced by parents at home. This would support continuity of learning across all aspects of children's lives.
- The childminder enhances her provision by attending other local groups, which allow children to socialise with others. They have opportunities to attend stay-and-play sessions and visit age-appropriate groups at the library.
- The childminder updates her knowledge and skills by attending courses offered by the local authority. She is also an active member of a childminding network. However, there are further opportunities to strengthen leadership and management by keeping fully up to date with changes in procedures and regulations, particularly in relation to COVID-19.
- Children's physical skills are well promoted. The childminder attends the local park all year round. This encourages children to learn how to assess and manage risk for themselves as they use large climbing apparatus.
- Children are supported to learn about healthy lifestyles. The childminder follows good hygiene practices. Children wash their hands before eating and enjoy a healthy snack of fruit.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She can identify signs and symptoms of abuse and understands her responsibility and the procedure for reporting any concerns about children in her care. The childminder carries out risk assessments to ensure hazards are minimised when accessing the home environment and out visiting the local area. The childminder understands the circumstances that could affect her suitability to care for children and the procedures for reporting these. She holds a relevant paediatric first-aid qualification.

Setting details

Unique reference number	205073
Local authority	Worcestershire
Inspection number	10115910
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 12
Total number of places	6
Number of children on roll	8
Date of previous inspection	13 August 2015

Information about this early years setting

The childminder registered in 1992 and lives in Kidderminster. She operates all year round from 8am to 6pm, Wednesday to Friday, for 49 weeks of the year. She holds an appropriate level 3 childcare qualification. She is able to provide funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Vicki Aldred

Inspection activities

- This was the first routine 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 their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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