

Childminder report

Inspection date: 13 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and develop strong relationships with the kind and caring childminder. They clearly feel safe and secure in her care. The childminder provides children with a wide range of good-quality toys and resources, both indoors and outdoors. Children make independent choices about their play. They are eager to play and motivated to learn. Young children explore leaves and twigs as they pretend to cook in the outdoor kitchen. They are excited to play with water and keen to help the childminder turn on the outdoor tap. Children delight in filling containers with water and carefully pour it into the outdoor sink.

Children behave well. They learn to share and be patient. Children take turns to jump and bounce on soft-play equipment. They interact positively with visitors and are eager to demonstrate how well they can climb and jump. Young children play alongside older children. They competently jump, landing with both feet.

Children enthusiastically join in with songs and rhymes. They skilfully use their hands to join in with action songs. Children pretend to hold a telescope to look left and right. They develop a love of books. The childminder encourages children to choose their favourite book which she enthusiastically reads to them. Children listen attentively to a story about a shark and correctly identify the colours and names of different fish.

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

- The childminder is kind and caring. She knows the children in her care very well. The childminder has a good understanding of how children learn and develop. She provides them with a good balance of child-initiated and adult-led play activities. The childminder uses her knowledge of children's individual needs and interests to plan an engaging and challenging curriculum. Children make good progress in all areas of learning.
- The childminder strives for excellence and is keen to enhance her already good knowledge and skills. She knows what she does well and identifies areas of her practice she would like to improve. For example, to attend training to further her knowledge of phonics.
- The childminder effectively supports children's communication and language skills. She uses single words and associative sounds to support young children's emerging speech. The childminder extends children's vocabulary. She introduces descriptive language, such as the word 'stripey' to support children to describe the pattern they see on a fish in a book.
- The childminder has high expectations for children's behaviour. She is a good role model and treats children with kindness and respect. The childminder has house rules which she shares with children and parents. She supports children to

use good manners. The childminder gently reminds them to say 'please' and 'thank you' throughout the day.

- The childminder provides children with healthy and nutritious meals and snacks. She supports children's growing independence. The childminder asks children to find and put on their sun hats before they go outdoors to play and reminds them to wash their hands when they return inside. However, the childminder does not always give children clear enough explanations as to the importance of these everyday routines and tasks, to support their understanding of how to keep themselves healthy.
- The childminder establishes strong relationships with parents from the start. She keeps them well-informed about children's time at her setting. The childminder provides parents with regular updates about their children's progress. She uses digital messages to send photographs of children taking part in activities. The childminder uses daily diaries as a two-way flow of communication between herself and parents. The childminder ensures all information about children's care needs and routines are shared with parents on a daily basis. Parents are very happy with the care and education their children receive. They comment on the childminder's brilliant communication, the wide array of activities she provides for the children and how delighted they are with the progress their children make.
- The childminder establishes strong links with professionals and staff at other early years settings children attend. She shares information with them in a range of ways to ensure children's individual needs are met.

Safeguarding

The arrangements for safeguarding are effective.

The childminder checks her home each day to ensure children play in a safe environment. She attends child protection training to keep her knowledge up to date. The childminder is aware of the signs that may indicate a child is at risk of harm and demonstrates a good understanding of the procedures to follow should she have any concerns about a child's welfare. The childminder supports children to learn how to keep themselves safe. For example, she talks to them about road safety and stranger danger when she takes them out to visit places of interest within their community.

What does the setting need to do to improve?

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

- provide children with clear and consistent explanations to support their understanding of how to keep healthy.

Setting details

Unique reference number	2511761
Local authority	Worcestershire
Inspection number	10207807
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Worcester. She operates all year round, from 7.30am to 6pm, Tuesday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Tina Smith

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 this into account in her evaluation of the provider.
- The inspector discussed with the childminder her intentions for children's learning and the curriculum she offers.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector took account of the views of parents through written documentation.
- The inspector looked at required documentation, including evidence of the suitability of those living in the household.

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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