

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 very well settled with the childminder and enjoy attending. They have secure relationships with her and she is warm and caring towards them. Children have close bonds with each other and are kind in their interactions. For example, older children freely give younger children a hug. Children are polite as they take turns and wait for each other, they say please and thank you, and this is recognised through praise from the childminder. Consequently their behaviour is good.

Children choose activities that interest them from a wide range of resources. They count as they jump on the trampoline outside, this helps develop their physical skills and their understanding of early maths. They develop early writing skills by drawing in the sand and mud and using the chalks and blackboard. Children's vocabulary is developing well, they engage in lengthy conversations with the childminder. They discuss whether to turn left or right when going on an imaginary outing, confidently question the childminder's suggestion of the route to take, and make their own suggestions. They discuss what to have for lunch and take part in preparing the food, this helps them learn about healthy lifestyles.

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

- The quality of teaching is good. The childminder is clear about how individual children learn. She uses assessments of what children know and can do to plan what they need to learn next. She undertakes observations of children's play which helps her assess the success of the activities and where to focus her teaching. This helps prepare children for the next stage in their learning.
- Children are motivated to learn. They develop their imagination and creativity through their play. Children pretend to make business calls and take the dolls for an imaginary walk. They discuss whether they would like red pasta or green pasta. They collect the eggs from the hen coop. The childminder interacts very well with children in their play. She follows their lead and encourages them to ask her questions. However she occasionally misses opportunities to encourage children to concentrate on their chosen activities for longer to further extend their learning.
- Children go on outings to the local park and attend the local music group. They learn about similarities and differences between different communities. They listen to a range of stories and rhymes. This helps develop their confidence in social situations and their understanding of the world.
- Children learn how to keep themselves safe. They know they need to wash their hands because there might be germs. They ask before using the trampoline. They say they cannot use it if a younger child is on it as they might get hurt and they wait patiently until it is safe. Children listen well when they are asked to

wait one minute, for example, when younger children are too near the swing.

- Relationships between parents and the childminder are good. They discuss developmental issues together in order to decide how best to support children. They say the childminder has helped their children make rapid progress in their development. They know what children need to learn next so they can continue their learning at home.
- The childminder undertakes ongoing training and development in order to keep her own knowledge up to date. She uses this to develop her teaching and to support children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed recent training which helps to keep her knowledge and understanding of her safeguarding responsibilities up to date. She is alert to signs and symptoms that may indicate a child is at risk of harm. She understands the procedures to follow should a concern arise, including if an allegation is made against an adult working with children. She undertakes risk assessments to ensure any hazards are minimised and the premises are safe for children, supervises children effectively inside and outside and teaches children how to keep themselves safe.

What does the setting need to do to improve?

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

- consider encouraging children to concentrate on their chosen activities for longer to further extend their learning.

Setting details

Unique reference number	2527041
Local authority	Worcestershire
Inspection number	10215071
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	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Malvern, Worcestershire. She operates Tuesday, Wednesday and Thursday, from 8.00 to 5.30, term time only.

Information about this inspection

Inspector

Kamaljit Jandu

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke with parents and children during the inspection.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.

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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