

Childminder report

Inspection date: 12 July 2022 - 13 September 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 settled and happy attending. The childminder gets to know children really well. She ensures they benefit from support during the settling-in period. Children develop positive relationships with the childminder and seek comfort and cuddles from her as required. The childminder has good behaviour expectations that she promotes in an age-appropriate way. Children behave well and learn to play nicely with others, including taking turns with support.

The childminding setting is very child-centred and the curriculum is good. The environment is well resourced and children have plenty of fun attending. Children enjoy lots of creative and imaginative experiences. For example, children enjoy role play with varied resources, including a pretend kitchen and food. The childminder joins in with their play as they tell her they are 'making pancakes.' She helps them recall their previous experience of cooking and enhances their understanding of a recipe as she talks to them about the ingredients they need. The childminder follows children's lead as they request painting and talks to them about what they are creating. Children delight in telling the childminder they are painting pictures of themselves with a smiling face. Overall, children make good progress in their learning and development.

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

- The childminder is passionate and ambitious. She works closely with her co-childminder to reflect on practice and set targets for future development. However, the childminder does not yet make the best use of the information gained from reflective practice. There is room to enhance professional development and focus on increasing the quality of her teaching even further.
- The childminder routinely observes children's development and assesses what they know and can do. She uses their interests and some appropriate topics, such as 'people who help us' or 'pets' to promote the key next steps in their learning. This helps prepare children for success in their future learning.
- Communication, language and literacy are key focuses at this setting. The childminder talks to children, reads them stories and helps them to explore and play instruments to music. However, on occasions, the childminder answers her own questions before children have the opportunity to think and respond. This does not help children to fully express their own ideas.
- The childminder finds out about children's personal routines and ensures that their care needs are well met. Children are content and relaxed in this setting. The childminder encourages them to gain confidence and develop independence in making play choices and managing their self-care when they are ready. Children cooperate with routines, such as nappy changes, wash their hands before snack or lunch and tidy up on request.

- The childminder promotes healthy lifestyles. She offers children nutritious snacks and water to drink at all times. Children enjoy physical challenges, including using a slide inside. They also like getting fresh air in the garden.
- The childminder prepares children for life in modern Britain. She promotes the importance of being kind in her setting. She finds out about children's home lives, cultures and religions. She takes children on varied trips, which helps them learn about the local community. She tailors the experiences she provides to broaden children's understanding of the wider world.
- Parents are really happy with the provision. They comment that the childminder's home is lovely and they are impressed with the range of activities provided. The childminder works well in partnership with parents using varied communication methods. This helps promote continuity for children between the setting and home.
- The childminder keeps her core skills up to date, including her safeguarding knowledge and paediatric first aid. She conducts research and accesses some training and networks with other providers and professionals. This has a positive impact on the quality of care and education she provides and helps her to achieve and maintain good standards.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibility to safeguard children. The premises are secure and risk assessments are effective. The environment is clean and hazard free. The childminder and her co-childminder both hold appropriate paediatric first-aid qualifications. This helps to keep children safe. The childminder can identify the key signs of child abuse and knows how to handle concerns. She understands the risk of radicalisation, extreme practises and possible child exploitation. This helps to protect children from harm. The childminder makes sure all necessary records are maintained, including detailing children's attendance as required. This helps ensure the smooth and efficient running of the setting.

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 more opportunity to think and respond to questions for themselves to extend their ideas
- enhance professional development and make better use of the information gained from reflective practice to help further teaching practice.

Setting details

Unique reference number	2539997
Local authority	Worcestershire
Inspection number	10215334
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. The childminder holds an appropriate early years qualification at level 3. She operates Monday to Thursday, during term-time only. Sessions are available from 8.30am until 3.30pm. However, flexible later hours until 5pm are available on request. The childminder works with a co-childminder and she provides funded early education for three- and four-year-old children.

Information about this inspection

Inspectors

Louise Chinyuku
Josephine Heath

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 provider and has taken that into account in their evaluation of the provider.
- The inspector toured the premises and completed a learning walk with the childminder to discuss her 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 to parents and viewed their written feedback during the inspection and took account of their views.
- The inspector viewed necessary documentation and held discussions with the childminder relating to leadership and management of the setting.

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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