

Childminder report

Inspection date: 13 March 2020

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

Children are happy and settled. They are confident, keen and enthusiastic learners who enjoy exploring the range of activities available to them. Young children are focused as they play with small cars. They use their imagination as they push cars up and down the ramp of a toy garage. The childminder plays alongside the children. She introduces associative sounds and single words to encourage their emerging speech. Young children repeat the sounds the childminder makes, such as 'brum'. Children develop a love of books and confidently select their favourite story for the childminder to read. They display high levels of concentration and recite letters of the alphabet. Young children proudly sing a letter song. Children use their senses to explore dough. They develop the small muscles in their hands as they roll the dough into little balls. Children demonstrate a can-do attitude. They use plastic knives to cut the dough. Children make shapes with a selection of cutters. They discover the need to push down hard on the dough to successfully make shapes. Children learn to share and take turns as they pass tools to each other. They operate simple technological toys and are beginning to recognise that when they push the buttons on toys, they light up or make noise. This supports children's understanding of cause and effect.

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

- The childminder is kind and caring. She provides children with a warm and welcoming environment. Children develop strong and trusting relationships with the childminder and feel secure in her care.
- The knowledgeable and experienced childminder knows children well. She plans play activities around their interests. The childminder makes regular assessments of children's achievements and uses the information to plan for the next steps in their learning. Children make good progress.
- Children behave well and demonstrate good manners. The childminder is a positive role model. She has high expectations of children's behaviour and gives gentle and consistent reminders to ensure they understand what is expected of them. The childminder helps children to learn how to keep themselves safe. She reminds them not to run indoors and to tidy away the toys as they may trip over them.
- The childminder is reflective. She knows what she does well and identifies areas she would like to improve. For example, the childminder plans to further develop her garden to enhance children's outdoor learning experiences. The childminder is keen to extend her knowledge and skills. She regularly attends training and undertakes her own research. This has a positive impact on her practice.
- The childminder provides children with some opportunities to learn about different backgrounds and cultures. She takes the children out into the community. They visit elderly people in the local care home and play in the park.

Children develop good social skills as they engage with other children at the playgroups they attend. However, the childminder does not consistently build on children's knowledge to further support their understanding of diversity and the wider world.

- The childminder has developed good partnerships with parents and other settings children attend. She shares information with them about children's care needs and achievements to promote a consistent approach to learning. Parents are very complimentary about the childminder's service. They comment on the childminder's caring nature and the wonderful relationships the children have with her.
- The childminder supports children's understanding of a healthy lifestyle. Children have daily opportunities for fresh air and exercise. The childminder provides children with nutritious snacks and home-cooked meals. Care practice is good. Children follow effective hygiene routines, such as washing their hands. They use individual towels to avoid the spread of germs.
- Children independently access resources and make choices about their play and what they would like to eat for snack. However, at times, the childminder does not fully support children's growing independence as she completes tasks for them which they could try to do for themselves, such as peeling and cutting their fruit.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and child protection procedures. She understands her responsibility to protect children from harm. The childminder attends regular training and updates her policies and procedures in accordance with this. The childminder knows the procedures to follow in the event of a concern for a child's welfare. She ensures her home is kept safe and secure. The childminder completes regular checks on the environment to identify and minimise potential risks. For example, she ensures her pet dog has a designated area in the garden which children cannot access.

What does the setting need to do to improve?

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

- strengthen the range of activities, resources and experiences to help children to develop an even better understanding of diversity
- make better use of everyday routines to support children's growing independence.

Setting details

Unique reference number	255564
Local authority	Worcestershire
Inspection number	10067033
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	14 September 2015

Information about this early years setting

The childminder registered in 1990. She lives in Eckington, Worcestershire. The childminder operates all year round from 7am to 5pm, Monday to Thursday, except for bank holidays and family holidays. She occasionally works with an assistant. The childminder holds an appropriate qualification at level 3. The provision offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tina Smith

Inspection activities

- The inspector had a tour of the premises. She held discussions with the childminder throughout the inspection and looked at the suitability of persons living in the household.
- The inspector discussed with the childminder the plans for children's learning. She evaluated an activity with the childminder to understand how the early years provision and curriculum are organised.
- The inspector took account of the views of parents spoken to on the day.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.

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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