

Childminder report

Inspection date: 12 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 thoroughly enjoy the time spent with the childminder. They are extremely confident in making relationships with visitors to the childminder's home, such as the Ofsted inspectors.

Pre-school aged children develop good levels of self-esteem. This is because the childminder effectively enhances their personal and social development through giving them the responsibility to support their younger peers. For example, the childminder suggests the older children help their younger peers to find treasure during a treasure hunt. In addition, the childminder takes every opportunity to praise the children for a job well done, regardless of how small their achievements may be.

Children have access to a super range of resources that support their development across the seven areas of learning. Older children access creative resources to make theatre boxes with moving parts, linked to the theme of 'Under the Sea'. Younger children engage in a range of fun activities that stimulate their natural curiosity as learners. For example, the childminder role plays the part of a hungry octopus, and the children find treasure to feed him. Children gain strong skills in early mathematics and calculation as the childminder utilises all opportunities to support them to use numbers as they play.

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

- The childminder is extremely passionate about providing children with the best possible learning opportunities and high-quality care. She is incredibly energetic and very creative in her ideas about how she can deliver a curriculum to support children's individual learning. The childminder provides the children with opportunities to have fun. That said, there are times in the delivery of the activities that the childminder goes at a pace far too fast for the children, not giving them enough time to process the challenges she presents them with.
- The childminder has many years' experience of working with children in an educational environment, skills which she brings to her childminding. She supports her assistant to understand how to implement her policies and procedures, ensuring a coherent approach to the service she provides. Self-evaluation and reflective practice are highly effective. The childminder identifies gaps in her own knowledge and experience, such as having less experience in caring for very young babies. The childminder shares good practice with other childcare providers in her local community to enhance her professional development.
- The childminder is very articulate, and she introduces a wide range of vocabulary to the children. For example, when children play a memory game of

matching pictures of ice creams, the childminder introduces them to words, such as 'neapolitan', to describe a trio of ice-cream flavours. This extends the wide range of vocabulary the children already have and superbly aids their skills in communicating with others. Children use this newly learned language as they role play and pretend to serve ice-creams from a van.

- The childminder is aware of reasons she may need to contact Ofsted. She has recently informed Ofsted about a change to her premises in relation to a kitchen extension. However, she does not always inform Ofsted of all matters relating to her service in a timely manner, with specific reference to her assistants.
- Children gain a good understanding of our natural world. Through a range of adult-led activities, they explore nature in the local community using binoculars made from toilet roll tubes. Children observe the process of change from a chrysalis to a butterfly and they begin to understand about the life cycle of insects. Children enjoy sharing their experiences with visitors and explain that when the butterfly was no longer a chrysalis, they let it free to fly away and said, 'Have a nice life'.
- Parents strongly value all the experiences the childminder provides for their young children and older siblings that attend during the school holidays. Parents especially appreciate the fun opportunities their children have, such as a picnic in a tree house and nature walks in the local community.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about her role and responsibilities to keep children safe from harm and abuse. She understands her local authority procedures that she must follow in the event of a concern about a child in her care. The childminder keeps her knowledge of safeguarding, including her understanding of the 'Prevent' duty, up to date through her discussions with other providers and accessing training. The childminder ensures her premises are secure by locking the front door when children are present. She also undertakes risk assessments in her home to minimise any potential risks to children.

What does the setting need to do to improve?

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

- continue to review the implementation of adult-led activities, in order to ensure that children have good amounts of time to think and respond to the challenges they are presented with, thus ensuring optimum progress in all areas of their development
- make sure that Ofsted are kept informed of all changes to the service provided in a timely manner.

Setting details

Unique reference number	2555740
Local authority	Worcestershire
Inspection number	10232091
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	3 to 9
Total number of places	5
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Evesham, Worcestershire. She operates all year round, Monday to Friday, from 7.30am until 5.30pm, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Lapworth

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 setting.
- The inspector had a tour of the premises and a learning walk with the childminder.
- The childminder described how the environment and the curriculum are organised.
- The inspector observed the quality of teaching during activities outdoors and assessed the impact that this has on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at relevant documentation, including evidence of the suitability of the people living and working on the premises.
- The inspector took account of parents' views about the provision.

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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