

Childminder report

Inspection date: 1 August 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 very content in the childminder's care. The childminder provides children with a wide range of good-quality toys and resources. They sit together comfortably on the floor to engage in play activities. Children are motivated to play and eager to learn. They carefully build small towers with wooden blocks and thoughtfully complete puzzles. Children look at the puzzle and predict where the pieces should go.

Young children use their fingers to explore different textures displayed in sensory books. The childminder uses single words and associative sounds to support their emerging speech. Babies smile and babble as they explore and investigate resources, such as foil and brushes. They giggle as the childminder plays a game of peekaboo with them.

Young children demonstrate that they feel safe and secure. They confidently sit alongside visitors to show them their favourite book. Children behave well. They learn to share and take turns. Children use their imagination as they pretend to cook food and make cups of tea. The childminder offers children lots of praise and encouragement. She demonstrates how to use resources and introduces words such as 'whisk' as children pretend to make a cake.

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

- The calm and nurturing childminder has a good understanding of how children learn. She knows children well and uses her knowledge of their individual needs and interests to plan an engaging and challenging curriculum. However, on occasions, some play resources are not easily accessible. This means that children do not always make independent choices about their play as they have to ask the childminder for their chosen play activity.
- The childminder knows what she wants children to learn from adult-led activities, for example to develop strength in their hands and arms. Young children develop good hand-to-eye coordination. They concentrate as they scoop water into containers and excitedly pour it back into the tray. The childminder supports children's early mathematical knowledge. She sits alongside children as they play and encourages them to use different-sized containers. The childminder introduces words such as 'big' and 'full'. Although the childminder talks to children as they play, she sometimes asks them questions which they respond to with one-word answers. This means that, on occasions, the childminder misses opportunities to fully support children's communication and language skills through thoughtful conversations.
- The childminder provides children with a well-resourced and interesting outdoor learning environment. Children have lots of opportunities to play outside in the

fresh air. They develop good physical skills. Young children excitedly run around and ride on wheeled toys. They demonstrate a can-do attitude. Young children confidently climb steps as they play on a small slide.

- The childminder has good relationships with parents. She tailors settling-in sessions to meet the needs of children and their families. Parents and children are invited to stay and get to know the childminder and her family. This helps children to become familiar with their surroundings and builds a relationship with the childminder from the start. The childminder shares information with parents in a range of ways. She talks to them at the beginning and end of the day and sends digital messages to keep them updated about their children's achievements. Parents hold the childminder in high regard and are happy with the progress their children make. They value the childminder's caring nature and the wide range of activities she provides for their children.
- The childminder has a clear vision to provide high-quality care and education. She is ambitious and keen to improve and extend her already good knowledge and skills. The childminder regularly attends training and often meets with other childminders to discuss changes to legislation and ideas for best practice.
- The childminder supports children's good health. She provides them with healthy snacks and encourages parents to provide nutritious items in their lunch box. Children learn the importance of good hygiene and use individual flannels to wash and dry their hands at regular intervals throughout the day. Young children independently manage their personal care. The childminder offers support if needed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge and understanding of the indicators of abuse and neglect. She is aware of the signs a child may display if they are subject to extreme or radical views. The childminder knows the procedures to follow should she need to report a concern about a child's welfare or any allegations made against her or a member of her family. The childminder ensures that children play in a safe environment. She keeps the front door and garden gates locked to prevent unauthorised visitors from gaining access. The childminder supports children to learn how to keep themselves safe. For example, she talks to them about stranger danger and road safety when she takes them out for walks in the community.

What does the setting need to do to improve?

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

- review the accessibility of some resources to further enhance children's independent play and learning

- enhance questioning skills to fully support and extend children's communication and language skills.

Setting details

Unique reference number	2564896
Local authority	Herefordshire
Inspection number	10239284
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Wellington, Herefordshire. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children.

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 that into account in her evaluation of the setting.
- The inspector looked at required documentation, including evidence of the suitability of those living in the household.
- 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 on children's learning.
- The inspector took account of the views of parents through written documentation.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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