

Childminder report

Inspection date: 15 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

The childminder provides a nurturing, caring and safe environment for the children, who receive plenty of praise and encouragement. This helps to boost children's developing self-esteem and confidence. Children demonstrate their strong bond with the childminder when they snuggle up with her for a hug. They have ample space to explore, and benefit from a carefully thought out environment that is rich with learning opportunities. Children explore climbing equipment, wheeled toys, a playhouse, a play kitchen and an array of curriculum-based games, jigsaws and books. They sit with the childminder, engrossed in a number recognition game and clap when others make achievements.

Children are happy and confident. They are excited to show the childminder what they are doing as they approach her with toy dinosaurs balanced on their heads. The childminder joins in and quickly adapts to the children's game, introducing counting to encourage their learning and next steps. Children laugh while they see how many steps they can take without dropping the dinosaurs. Children develop physical skills as they enjoy being active at the local park, places of interest, the trampoline park and stay-and-play sessions. Furthermore, they meet new people and experience different situations which help to encourage some of the social skills they need to prepare them for their future.

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

- Children's next steps are embedded into every activity, ensuring that children are consistently making good progress. Children learn new words during play through meaningful interactions with the childminder. They listen intently to the childminder's response when they indicate they have heard an aeroplane. They have discussions about going on holiday, and the childminder introduces different countries, expanding children's vocabulary and knowledge of the wider world.
- The childminder focuses on opportunities to build on children's mathematical knowledge. For example, she teaches them about the shapes of their food during snack time and encourages children to count as they climb the steps. Children develop their problem-solving skills, shape recognition and counting abilities as they calculate how many different sizes of pasta shapes they can fit into the dinosaurs' mouths.
- The childminder supports children with special educational needs and/or disabilities. She undergoes further training to enhance her knowledge and confidence, ensuring that children receive the level of support and medical treatment needed. The childminder works closely with the parents to update children's personalised care plans. However, she does not share enough information with other settings that the children attend to fully promote

consistency in approach across settings.

- Parents are extremely positive about the setting and praise the home-from-home environment. They are delighted with how quickly their children settle into the environment. They express their delight at how their children make strong bonds with the childminder. Parents appreciate the childminder's feedback about their children's daily activities, which is added to a keepsake diary each day. This helps parents to feel reassured that their children are happy and embeds a sense of belonging and security for both children and parents.
- Healthy eating is promoted as children are given a choice of fresh fruit and vegetables during snack time. Children discuss the colours and textures of what they are eating and discover their likes and dislikes. The childminder encourages them to drink water throughout the day. These opportunities help children to develop an understanding of their own health and well-being.
- The childminder does not make the most of the learning opportunities to help children become more self-reliant and independent. This is particularly evident for the older children who are moving on to school. For example, all children sit in high chairs and wear bibs at mealtimes. They are not encouraged to manage their own self-care skills, such as washing their hands independently.
- The childminder attends regular forums with other childminders to expand and maintain her already good knowledge of how to support children's development. She uses this information to regularly evaluate practice and devise and implement plans to enhance her provision for children. She is keen to continually improve and refreshes her resources and equipment from recommended retailers to support particular children with their next steps.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and continues to develop her knowledge by attending courses and working with other professionals. She provides children and families with extra support if needed, promoting children's well-being and safety. The childminder ensures that her assistant has up-to-date knowledge of safeguarding procedures and knows what to do if there are concerns about children in their care. They both have paediatric first-aid certificates, so they can manage accidents and injuries if they occur while children are in their care. The childminder is extremely alert to any dangers that may arise and ensures that all areas of the home are checked and any risks minimised to keep children safe.

What does the setting need to do to improve?

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

- strengthen opportunities to help the older children to enhance their

independence and self-help skills in preparation for the next stage of learning and for moving on to school

- explore ways to improve links and share relevant information with settings that share the care of children, to enhance consistency of care.

Setting details

Unique reference number	2571994
Local authority	Worcestershire
Inspection number	10239257
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 3
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

This childminder registered in 2019 and lives in Redditch. She operates all year round from 8am to 6pm, Monday to Friday. The childminder holds a relevant early years qualification at level 3 and employs an assistant who is unqualified. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nancy Hitchcock

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 held discussions with the childminder at appropriate times throughout the day.
- The inspector observed activities, indoors and outdoors, with the childminder and assessed the impact these had on children's learning and development.
- The childminder spoke with the inspector, as part of the learning walk, about the intentions for children's learning.
- The inspector took parents' views about the setting into account.
- The childminder provided documentation for the inspector, who assessed evidence of the suitability of individuals working with the children.

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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