

Childminder report

Inspection date: 11 October 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 secure in this setting. The childminder provides age-appropriate resources to help them stay engaged in activities. Children use their knowledge to pretend to care for dolls as they push them around the space in toy pushchairs. They understand that babies need to stay warm as they cover the dolls with blankets before going outside. Children develop their love for reading as they listen to a story with the childminder. They notice numerals in the book and count, holding their fingers up to represent the amount.

Children's physical development is promoted. They practise their pencil grip to draw circles around autumn-themed objects. Children's vocabulary is extended as they learn new words such as 'conker' and 'pinecones'. They learn that leaves fall from trees during autumn as they talk about the different colours they see. Children's mathematical knowledge is increasing as they compare the circles they draw to the shape of the objects. Children are eager to go outside, and play nicely together as they share pots to transfer sand and water. They are helpful and show the childminder where to find young children's coats. Children's self-awareness and language skills are developing as they say, 'If I am cold, I will tell you'.

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

- Children are given lots of opportunities for exercise and fresh air. They go on daily walks to the park and visit the library. The childminder recognises the vast amount of learning opportunities. She teaches children how to keep themselves safe while crossing roads and explains to them that some vehicles are quiet because they are electric. Children's social skills are developing as they play with others. They collect 'treasure', such as leaves, to take back to the setting and create artwork with it while making links to the changing seasons. Children learn about animals as they feed the ducks and are taught not to approach dogs.
- The childminder introduces children to different religions, beliefs and backgrounds. Children learn that people have different skin tones and disabilities. They learn new words as the childminder sings songs in different languages to support children who are bilingual. Children are learning how to be understanding towards people's differences in a diverse society.
- Parents are provided with opportunities to discuss their child's progress and development on a daily basis. The childminder sends them photographs and updates to reassure them that their children are happy in the setting. Parents receive policies and procedures to help them understand the childminder's ethos and work ethic. The childminder encourages parents to share children's experiences at home so children can make links and develop their sense of belonging.
- The childminder observes children during the day to identify what their interests

are and to develop their next steps. She has good knowledge of what children should be learning at what age and stage in their development. For example, babies benefit from opportunities to increase their strength and movement, and older children learn how to make marks on paper and develop their early writing skills. However, children are not given enough opportunities to extend their learning and enhance their knowledge to the highest possible level.

- The childminder attends regular training to build her knowledge about relevant topics, such as child development and the early years foundation stage. She attends local authority meetings to gain new knowledge about safeguarding issues in the local area and discusses new ideas with other childminders.
- The outdoor area within the setting allows older children to use their imagination as they create different textures using sand and water. They practise their large-muscle skills as they push themselves along the concrete on wheeled toys. However, the childminder does not always offer as many outdoor opportunities for younger children to play and explore.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of how to identify different signs and symptoms of abuse. She knows what steps to take if she had concerns, such as keeping records and speaking to parents. The childminder is aware of the different agencies she can report a concern to or to seek advice from. She completes risk assessments to identify potential dangers to children, such as the safety of car seats and appropriate resources for babies. The childminder ensures that she has available resources to help children in case of an accident or injury, as she takes a first-aid kit on outings.

What does the setting need to do to improve?

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

- enhance opportunities for children to increase their knowledge and understanding to help them make even better progress in their learning
- provide greater opportunities for younger children to explore the outdoor learning environment.

Setting details

Unique reference number	2572162
Local authority	Worcestershire
Inspection number	10250868
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 3
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 2020 and lives in Evesham. She operates Monday to Thursday from 7.45am until 5.15pm, all year round, except for family holidays.

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 provision.
- The inspector observed the interactions between the childminder and children during activities and assessed the impact on children's learning and development.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector reviewed relevant documentation and evidence of the suitability of persons living on the premises.
- The inspector discussed parents' views with the childminder.

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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