

Childminder report

Inspection date: 6 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 have a secure attachment with the childminder, who is calm and caring. They benefit from reassurance and cuddles when unsure, enabling them to quickly return to their play happily. Children demonstrate how they feel happy and confident in the childminder's home as they explore the wide variety of resources available to them. Children are encouraged to self-select the resources they wish to play with, developing their ability to make independent choices.

Children enjoy regular opportunities to engage in different groups and activities, such as forest-school mornings, music groups, woodland walks and visiting the local library. This enhances their knowledge of the local community and the world around them. Children develop their personal, social and emotional skills by attending a local inter-generational group, where they are encouraged to interact with the residents of a care home. They enjoy reading stories, singing rhymes and playing musical instruments together. Children's confidence flourishes from the interaction with other children within the group and the interaction they receive from the residents.

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

- The childminder knows the children well. She uses her knowledge of the children's abilities to meet their needs. For example, she uses sign language for children who are not yet able to communicate verbally. This supports all children to have the means to communicate their choices and needs.
- The children's behaviour is impeccable. They say 'please' and 'thank you' to each other when sharing resources, as well as to the childminder as she supports their play. The childminder supports this behaviour by calmly speaking to children. She offers guidance and advice as she encourages children to share and treat each other with respect.
- The childminder supports children to lead a healthy lifestyle. She ensures the children get fresh air and exercise daily, as well as providing healthy snacks, consisting of blueberries, kiwis, strawberries and bananas. However, the childminder does not speak to the children about the choices of healthy food and the impact this has on their personal development.
- The childminder is aware of the importance of developing children's communication and language skills. She speaks to the children throughout their play. For example, while the children are creating an autumnal picture, using the leaves and acorns they collected from their forest walk, the childminder asks them to describe the texture and feel of the leaves. She introduces new words, such as 'crispy' and 'crunchy'. The children repeat these words as they continue with their picture.
- Partnership with parents is positive. Parents feel well informed about their child's

daily experiences and the care they have received. They comment on the high level of care and the opportunities children receive to further their development during their time spent with the childminder.

- The childminder is reflective. She takes time to look back on her practice regularly and considers ways she could improve this to benefit the children's learning opportunities. She updates her knowledge and continuous professional development by attending courses to enhance her practice.
- The childminder has a solid knowledge of the curriculum and the way children learn. She uses her knowledge, along with children's interests, to plan activities. However, she does not consistently ensure that activities are appropriate to the ages of the children attending, to enable all children to develop their learning to their full potential.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in keeping children safe. She is aware of the signs that may indicate a child is at risk of harm. This includes safeguarding issues that children may be at risk of, such as radicalisation and county lines. The childminder is aware of the procedure to follow should she have a concern about a child in her care. The childminder risk assesses her own home daily to ensure children are at minimal risk of harm. She holds an up-to-date paediatric first-aid certificate.

What does the setting need to do to improve?

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

- use knowledge of the curriculum to plan activities that are appropriate to the ages of children attending, so that all children have the opportunity to develop to their highest ability
- support the children to be aware of healthy choices around food and the impact this has on their lifestyle.

Setting details

Unique reference number	2574471
Local authority	Worcestershire
Inspection number	10250885
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	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 Worcester. She provides care Monday to Friday, from 6.45am until 6pm. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Freya Marskell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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