

Childminder report

Inspection date: 2 April 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Met
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What is it like to attend this early years setting?

The provision is good

Children build strong, trusting relationships with the caring childminder and her staff who know them and their families well. They are happy and settled at this welcoming setting and clearly enjoy the time they spend in their care. Children behave well. They know what is expected from them because the childminder gently reminds them of the house rules. For example, to use kind hands, walking feet, and to share and take turns with their friends.

Children are becoming independent learners and move freely around the play environment to engage in their chosen play. The childminder supports children to develop a can-do attitude. For example, she encourages young children to put on their boots, ready for outdoor play. Children focus until they achieve their goal. The childminder offers lots of praise for their efforts and celebrates their achievements. Children are developing a love of books. They listen attentively to stories read by enthusiastic staff. Children sit quietly with their friends to look at their favourite dinosaur book. The childminder and staff support children's communication and language skills well. They engage them in thoughtful conversations throughout the day. Staff introduce words, such as 'chilly' and 'windy' as they talk about the weather.

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

- The childminder has a good understanding of how children learn and develop. She regularly assesses each child's abilities and monitors their progress. The childminder uses this information to plan a thoughtful and challenging curriculum tailored to children's individual interests and next steps in learning. Her curriculum helps children to gain skills to prepare them for the next stage of their learning and their eventual move to school. For example, the childminder places a strong focus on supporting children to be independent and able to communicate their wants and needs.
- Children are starting to explore and understand the world around them. The childminder takes them on regular trips to visit local places of interest. For example, museums, parks and playgroups. These experiences help children to build wider friendships and gain confidence in different social situations. Children are beginning to learn about personal safety. During outings, the childminder teaches them about important topics, such as road safety, to help children stay safe.
- The childminder and staff work well together and make a good team. They talk each day about their practice and discuss ideas to further enhance children's learning and development. To build on their already good knowledge and skills, the childminder and staff attend training around their individual interests and professional development needs. Staff are happy in their roles and feel well

supported both professionally and personally. The childminder is aware of the strengths of the setting and has identified some areas for further development. However, she does not take account of the views of parents to drive ongoing improvement because she is yet to seek their feedback to help determine what needs to be improved.

- Overall, the childminder promotes children's good health. Parents provide nutritious meals and snacks from home, which the childminder stores appropriately. She ensures that children have daily opportunities for fresh air and outdoor physical activities. The childminder reminds children to wash their hands before eating. However, she does not provide children with clear explanations as to the importance of good hygiene practice. Additionally, she does not fully consider the potential risk of cross-contamination because she provides only one towel for all the children to use when drying their hands.
- The childminder has good relationships with parents and keeps them well-informed about their children's experiences at the setting through various communication methods. For example, she speaks with parents during drop-off and collection times and uses digital messages to share updates and photographs of the children's achievements. Parents are very pleased with the quality of care and education their children receive. They highlight the childminder's effective communication and note how much their children enjoy spending time with her.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the self-evaluation process, to actively seek and incorporate parents views to help drive continuous improvement across the setting
- further develop hand washing routines to support children to develop an even better understanding of good hygiene practice and how this supports their overall health and well-being.

Setting details

Unique reference number	2581079
Local authority	Worcestershire
Inspection number	10391339
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 7
Total number of places	6
Number of children on roll	9
Date of previous inspection	12 October 2022

Information about this early years setting

The childminder registered in 2020 and lives near Evesham. She operates her provision from 8am until 6pm. Monday to Thursday all year round, except for family holidays. The childminder holds qualified teacher status and employs an assistant who holds an early years qualification at level 3. She offers funded early education for children aged nine months to four-years.

Information about this inspection

Inspector

Tina Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their Early Years Foundation Stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff, the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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