

Childminder report

Inspection date: 17 January 2023

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 receive warmth and affection from the childminder. They have developed a good bond with her and look happy and secure in her care. Children seek out the childminder for support and comfort if they become upset, and they settle quickly with her. They talk to her about their worries and seek her praise when they have achieved something new. Children smile with pride as the childminder does a 'high five' with them.

Children enjoy the time they spend with the childminder. They explore the environment with confidence and freely choose toys to play with. Children learn to be independent as they put their own belongings away and help themselves to snacks. They use gestures to indicate when they are ready for a sleep.

Children enjoy playing with small-world figures. They talk about airports and going on holiday. The childminder helps children to recall their time on an aeroplane and talks about what items they packed in a suitcase. Children respond fondly as the childminder teaches them about the people they might see on an aeroplane and where the aeroplane lands. They look for aeroplanes out of the window and point to them in the sky. Children smile and show pleasure as they join in.

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

- The childminder's curriculum is centred around children's emotional development. Children learn to understand their own feelings and the feelings of others. For example, when children look upset, the childminder sits with them, provides cuddles and labels their feelings. Children's emotional development progresses well.
- The childminder understands what children need to learn. She knows the children well and incorporates their interests into her teaching plans. She assesses children's current levels of development effectively to ensure that she builds on what children already know. Overall, children make good progress. However, the childminder does not consider how she can best organise children's daily routines to maximise opportunities for their individual learning to help them to make the best possible progress.
- The childminder provides a vast range of experiences for children. They go to learning experiences in a forest, attend playgroups and learn how to be sociable with others. Children enjoy spending time in nature and learning about the world around them. This includes exploring their interest in birds and then finding out more information about them from books.
- The childminder promotes children's personal development. Her care routines ensure that children learn appropriate hygiene habits and can manage their own personal care. Children learn how to make healthy choices and stay physically

active. For example, they choose fruit for snack and make use of the outdoor area as they play team games.

- The childminder collects appropriate information from parents when children first start. She learns about children's routines, their likes, dislikes and their current stage of development. This gives the childminder the information she needs to help children to feel settled in her home and begin to plan for their learning.
- Older children take time to comment on the care they receive. They describe the childminder as an 'incredible adult' who listens to their worries and who 'makes every day enjoyable'.
- Parents comment positively about the care their children receive. They particularly comment on the progress their children make and the happiness they show when they are with the childminder. They say that the childminder is warm and attentive.
- The childminder is passionate about the care she provides and continuously strives to improve her practice. She keeps up to date with mandatory training and creates development plans which inform any changes she makes to her provision. The childminder includes children in her improvement plans and visits other childcare providers to gain ideas about how she can develop her teaching methods. She seeks out training opportunities to improve her own knowledge and skills. This helps the childminder to provide valuable learning experiences for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's knowledge of how to safeguard children is good. She is aware of the signs which may indicate a child is at risk of harm and knows the appropriate agencies to alert. The childminder recognises the importance of recording information and sharing this with relevant agencies. She can explain what she would do if an allegation was made against her or a member of her home. The childminder teaches children how to keep themselves safe when walking to and from school, and she talks to them about the dangers associated with using the internet. The childminder carries out daily risk assessments and ensures that equipment which is not suitable for children is kept out of reach.

What does the setting need to do to improve?

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

- review and refine daily routines to maximise the opportunities for children to engage in play that specifically targets their learning needs.

Setting details

Unique reference number	2595648
Local authority	Worcestershire
Inspection number	10251382
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Worcester. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2.

Information about this inspection

Inspector
Christine Ward

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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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