

Childminder report

Inspection date: 16 December 2022

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are very happy and clearly feel at home in the childminder's care. They form secure relationships with the kind childminder and her family. Children demonstrate they feel safe and secure. They confidently sit alongside visitors to show them their toys. The childminder supports children to independently manage their personal care. She offers them lots of praise and encouragement for their achievements. Children are beginning to learn the importance of good hygiene practices. They listen attentively and follow instructions, as the childminder explains how to effectively wash and dry their hands at the 'self-care station'.

Children display curiosity as they investigate a tray of ice. The childminder plays alongside them to extend their learning. She places a small piece of ice into a cup and suggests they put it on the radiator inside the house to see what happens next. Children watch with interest as the ice melts. They are eager to look in the cup and touch the ice. Children develop good communication and language skills. The childminder encourages them to use descriptive language. Children announce, 'it's wet and cold', as they handle the ice.

The childminder regularly takes children out for walks in the community. They attend toddler groups and meet with other children and their childminders. This helps children to learn about people who are different to them and to gain confidence in larger social gatherings.

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

- The calm and nurturing childminder has a good knowledge and understanding of how children learn and develop. She plans her curriculum around children's individual interests and what they need to learn next. Children make good progress in their learning and development.
- The childminder places a strong focus on supporting children's communication and language skills. She sits alongside children as they play, and skilfully interacts with them to build on their knowledge and skills. For example, the childminder talks to children about the features they will need to draw on a face. Young children listen attentively and repeat the words the childminder says. They proudly show the childminder their drawing.
- The childminder enthusiastically reads stories to children throughout the day. Young children find their favourite book and sit comfortably on the childminder's lap, patiently waiting for her to begin reading the story. The childminder encourages children to look at the illustrations and recall the story out loud. Young children join in with the actions and excitedly shout 'we're not scared'.
- The childminder thinks carefully about the activities she provides for children and knows what it is she wants them to achieve. For example, to decorate

gingerbread figures to hang on the Christmas tree. However, sometimes during small-group activities the childminder introduces too many concepts into their play. This means children lose focus and do not always explore and investigate the resources already on offer.

- The childminder has high expectations for children's behaviour. She is a good role model. The childminder gently reminds children of the house rules throughout the day. For example, she whispers to them to demonstrate how to use their indoor voice. However, on occasions, children do not always learn to resolve their own minor disputes, as the childminder swiftly intervenes to resolve the issue for them.
- Partnerships with parents are well established. The childminder shares information with them about their children's time at the setting in a range of ways. She speaks to parents at the beginning and end of the day, and sends digital messages to keep them updated of their children's achievements. The childminder considers the views of parents when evaluating her provision. She regularly sends home questionnaires to seek their views on what she does well and ideas for further development. Parents are very happy with the service she offers. They comment on the wide range of activities their children enjoy, and the home-from-home environment that the childminder provides.
- The childminder strives to deliver high quality care and education. She is keen to continue with her professional development and completes a range of training to keep her knowledge and skills up to date. The childminder intends to complete leadership training with the local authority early next year to enhance her already good practice. She regularly meets with other childminders to talk about any changes to legislation, and discuss ideas for children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe from harm. She attends regular child protection training to keep her knowledge of safeguarding practice up to date. The childminder demonstrates a good awareness of the signs and symptoms of potential abuse and/or neglect. This includes indicators that may present in the event of children being subjected to extreme or radical views. The childminder understands the procedures to follow in the event of concern. She keeps all areas of her home and garden safe and secure for children to play. The childminder teaches children how to keep themselves safe. For example, she talks to them about road safety when she takes them out for walks in to their community.

What does the setting need to do to improve?

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

- review the organisation of small-group activities to support children to fully focus and explore and investigate the resources already on offer
- provide children with even more time to manage their own behaviours and resolve their own minor conflicts and disputes.

Setting details

Unique reference number	2597620
Local authority	Herefordshire
Inspection number	10263839
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	2 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Hereford. She operates her provision all year round, from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Tina Smith

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 those are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their curriculum.
- 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 inspector carried out a joint observation of a group activity 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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