

Childminder report

Inspection date: 9 November 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 confident, happy and settled in this environment, which is organised well with their needs in mind. They thoroughly enjoy the childminder's company and have close relationships with her. They enjoy conversations and are eager to play with the activities available. For example, children solve problems as they construct the train track and are encouraged to use words like 'gap', 'reversing', 'fast' and 'slow'. They thoroughly enjoy singing and discussions during routine tasks. For example, children wash their hands and use descriptive words such as 'soggy' and 'splashing'.

Children enjoy learning, and the activities are sequenced well to help build on their prior learning. For example, the children's lead is followed as they choose to make dinosaurs from the dough. Children are knowledgeable about dinosaurs as they name and describe their features. For example, children talk about the horns and spikes and know which dinosaurs can fly. Teaching is skilfully pitched at the correct level, and children show sustained levels of interest in their play. Children make structures from the bricks provided. They understand the concept of counting the sides and are curious to know what shape they have created with their five sides.

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

- The childminder has a deep understanding of how children learn best. She provides a rich educational programme, which incorporates good first-hand experiences. For example, children visit local heritage sites, parks and woodlands to ignite their curiosity of the natural environment. These experiences are used skilfully to help increase children's knowledge and help them make progress across all areas of learning.
- The childminder places a high priority on closing gaps in children's learning. She uses an effective assessment system and works closely with parents to help her identify children's starting points. She swiftly identifies any children who may benefit from additional support and provides targeted interventions to help them progress. For example, children with speech and language delay are supported very well as she uses fun games to help improve their pronunciation.
- Books and songs are successfully incorporated into the curriculum to engage children and to reinforce what they are being taught. For example, a rich range of books are attractively displayed, easily accessible and used extremely well during activities to motivate children. Song bags are popular with children, and they enjoy singing and rhymes. The childminder skilfully introduces new vocabulary and concepts during her interactions. However, on occasion, she does not allow children enough time to explore the activity and resources provided before asking questions.
- The childminder confidently combines mathematical and literacy opportunities

during activities and in the daily routine. For example, children learn to count, sort and recognise numbers and consider concepts, such as weight and speed, as they play. The childminder uses the same phonics system as the local school to ensure consistency for children when they eventually move on. These enjoyable activities are successfully matched to the ages of children.

- Some aspects of the programme for developing children's understanding of the world are very strong. Children have good opportunities to learn about living things and the natural world. For example, children learn about the life cycle of trees and butterflies. They care for the fruits and vegetables they plant and learn to recycle plastic, tin and paper. They regularly visit the local residential home. However, the childminder does not plan a varied range of opportunities often enough for children to learn about communities different from their own, to help increase their knowledge of diversity.
- Promoting children's health and well-being is given good regard. Children benefit from freshly prepared, healthy and nutritious vegetarian meals and learn about the food groups and how they support their good health. The childminder works closely with parents to understand each child's unique personality to help meet their individual needs. She is sensitive to the needs of children, and they behave well and enjoy her company.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding about the types and signs of abuse and the procedure to follow if she has a concern. All members of the household are vetted and suitable. She recognises the importance of working with other professionals and agencies to support children's education and welfare. Her home is clean, safe and suitable, and detailed risk assessments are conducted to keep children safe on outings. Children are taught to respect their own and others' bodies and ask for permission before hugging each other. Older children are taught about the risks of the internet and social media.

What does the setting need to do to improve?

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

- strengthen further the programme for developing children's understanding of the world in relation to teaching children about communities different than their own
- allow children more time to explore the activities and resources before asking them questions, to further enhance the quality of teaching.

Setting details

Unique reference number	2603646
Local authority	Worcestershire
Inspection number	10259743
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 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Worcester. She operates term time only, from 7.30am to 5.30pm on Wednesday, Thursday and Friday. The childminder holds qualified teacher status. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Parm Sansoyer

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 inspector and the childminder completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation and held discussions with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household.
- The inspector took into account the views of parents.

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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