

Childminder report

Inspection date: 18 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 are happy, content and confidently explore the provision. This shows they feel safe and secure, knowing that the childminder is nearby to support them. They excitedly walk to the park on a frosty morning. They look closely at birds and cats and wave to tractors and buses. The childminder introduces new vocabulary as she talks about what children can see and hear. At the park, children explore the texture of ice and look at the changes in their environment. They experiment with the various ways they can make the play equipment move. They climb steps and practise their balance and jumping skills.

Children enjoy a wide range of books, songs and nursery rhymes. The childminder captivates their interest with musical and interactive books. Children find hidden animals in books and copy the animal sounds modelled by the childminder. The childminder sings songs as children play. She sings, 'I'm the king of the castle' when children reach the top of the climbing frame and 'This little piggy' on children's toes as they play on the sofa. She chants a phrase from one of the children's favourite books, 'Run, run as fast as you can, you can't catch me I'm the gingerbread man.' Children smile and giggle as they listen and play a chasing game with her, negotiating obstacles.

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

- Children receive individualised care and education. The childminder adapts her provision to support children with special educational needs and/or disabilities. She knows children well and interprets both verbal and non-verbal communications. For example, children reach up for cuddles and indicate they need help by leading her to challenges they are unsure of. They tap the pushchair to let her know they have finished having fun in the park and want to go back home. The childminder responds to children's needs promptly and models the language of her actions.
- The childminder plans a varied curriculum for children. A focus on outdoor learning promotes children's physical and mental health and well-being. Weekly visits to playgroups support children to develop their social skills. Children acquire early mathematical skills when they join in, as the childminder counts the stairs while they climb and fastens the clips on their pushchairs.
- Communication and language are a key focus for the childminder. Children are encouraged to roar like lions while sharing stories. They snap like sharks as they put on their gloves and say 'bye bye' to the park when leaving. Speech and language specialists have provided suggestions to support children's communication and language skills. The childminder is beginning to implement these into her provision. However, she has yet to implement all suggested recommendations to fully support children.

- Parent partnerships are strong. Parents talk about their children receiving nurturing care and attention. They value the help and support the childminder provides and how she adapts her provision to meet their children's needs. Close working partnerships and two-way communication ensure key information is shared. Parents talk about their children making huge leaps in their learning in the childminder's care.
- Children make good progress from their starting points. The childminder monitors their learning and has a clear understanding of children's developmental stages. She completes the progress check at age two and shares a summary of this with parents. She plans next steps in children's learning. However, she does not always encourage children to develop the independence skills needed for their next stage, particularly in relation to their personal care and toileting skills.
- The childminder maintains her ongoing professional development. She actively seeks additional training to help her support children's specific needs. She takes children to specialist play sessions and uses advice from professionals at this provision to improve her practice and outcomes for children. She has plans to attend further training.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. High levels of hygiene promote children's health and help prevent the spread of infection. The childminder completes daily and ongoing risk assessments to minimise risk to children in the home, garden and on outings. Children are reminded about road safety on walks and how to play safely on equipment. Toys and resources are age-appropriate and in safe, clean condition. The childminder has a secure knowledge of safeguarding and child protection procedures. She recognises the signs of abuse and has a clear understanding of the 'Prevent' duty, county lines, female genital mutilation and breast ironing. She is aware of the procedures to follow if she has any concerns.

What does the setting need to do to improve?

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

- support children to develop their independence and learn the skills needed to manage their self-care
- follow advice and guidance provided by other professionals, to further support children's communication and language skills.

Setting details

Unique reference number	2610776
Local authority	Worcestershire
Inspection number	10263695
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	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Dines Green, St. Johns in Worcester. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Sharon Wilcox

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- 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 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.
- 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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