

Childminder report

Inspection date: 31 May 2024

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 form strong relationships with the childminder, who knows them well. They are very happy and settled in her care. Children make good progress in their learning and development because the childminder plans a wide range of interesting play activities, both indoors and outdoors, to support their learning. She sits alongside children to support their play. For example, young children focus as the childminder helps them to complete age-appropriate number puzzles. The childminder reinforces children's early numeracy skills. She encourages them to count at regular intervals throughout the day. For example, they count the plates at snack time and the steps when they go upstairs to use the bathroom. Young children develop a love of stories and books. They excitedly find their favourite book and ask the childminder to read to them. She encourages children to join in with action songs and rhymes. Young children make links with words to demonstrate their understanding and touch their head, knees and toes.

The childminder is tuned into children's individual needs and quickly recognises when they are becoming hungry or tired. She provides children with nutritious snacks, such as fruit and vegetables, and encourages parents to choose healthy options for their children's lunch box. Children sleep contently because the childminder provides them with clean and comfortable surroundings. She regularly checks on them to ensure they are safe and well.

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

- The childminder demonstrates a positive attitude to professional development opportunities. She attends online training to enhance her already good knowledge and skills. The childminder works in partnership with other childminders. They regularly meet to share ideas for best practice and discuss changes to legislation. The childminder knows what she does well and identifies some areas for further development. However, the childminder is yet to consider the views of parents when evaluating her provision to drive continuous improvements.
- The childminder knows what she wants children to learn from adult-led activities. For example, to make prints from vegetables and to identify colours and shapes. Young children develop good hand-eye coordination. They recognise the colour purple and enthusiastically make marks on paper. The childminder supports children's communication and language skills effectively. She introduces new words, such as 'squishy', to describe textures. However, at times children do not have the opportunity to continue or extend their own learning because the childminder finishes activities too quickly and packs away resources. This interrupts children's play and stops them from further exploration and investigation.

- The childminder has a good knowledge and understanding of how children learn and develop. She makes regular assessments of what children know and can do and uses this information to precisely plan for their future learning. The childminder works in partnerships with parents and other professionals to provide targeted support plans, which meet children's individual needs. Children make good progress from their starting points.
- The childminder has high expectations for children's behaviour. She is a good role model and speaks to children in a gentle and respectful way. Children know what is expected from them because the childminder reminds them of the house rules throughout the day. For example, to use good manners and to take their shoes off when they return from outdoor play.
- Children learn about the world around them because the childminder regularly takes them out into the community to visit places of interest and meet with other childminders. This helps them to develop good social skills and gain wider friendships. The childminder supports children to be physically active. She takes them to the park and the soft-play centre. Children move their bodies in different ways and develop coordination skills, such as climbing and bouncing.
- Hygiene and care practice are very good. The childminder gently attends to young children's personal care and encourages children to be independent when using the toilet. Children learn the importance of good hygiene. The childminder offers gentle reminders, for example, to use soap when washing their hands to get rid of germs.
- Partnerships with parents are good. The childminder shares information with them in a range of ways. For example, she completes daily diaries, talks to them at the start and end of the day and sends photographs of their children's achievements through digital messages. Parents are very happy with the service the childminder provides. They comment on the good levels of progress their children make and the childminder's great communication.

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:

- build on the self-evaluation process and seek the views of parents to drive continuous improvements at the setting
- review the organisation of planned activities to provide children with even more opportunities to explore and further extend their learning.

Setting details

Unique reference number	2677028
Local authority	Worcestershire
Inspection number	10348798
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 6
Total number of places	4
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Redditch, Worcestershire. She operates her provision from 8am until 6pm Monday to Friday all year round except for bank holidays and family holidays. The childminder offers funded early education for two-, three- and four-year-old children.

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 childminder.
- 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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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 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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