

Childminder report

Inspection date: 20 September 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 are happy and settled at this welcoming and homely setting. They benefit from good settling-in procedures, which the childminder tailors around their individual needs. This helps children to be ready for the move from home to the childminder when the time comes. Children display a strong sense of belonging and move freely around the childminder's home to engage in their chosen play.

Children make good progress in their learning and development because the childminder provides them with a wide range of interesting activities to support their learning. They develop early mathematical knowledge. Children learn to fill and empty different-sized containers with water and rice. The childminder provides children with interesting resources, such as a juicer to help develop strength in their hands and arms in readiness for early writing. Children carefully place lemons and limes into the juicer and press hard on the lever to juice the fruits. They play cooperatively with their friends and are learning to share and take turns. Children benefit from meaningful interactions with the childminder to promote their communication and language skills. For example, they talk about the taste of lemons and limes and use vocabulary such as 'sour' and 'sweet'. Children behave well. They know what is expected from them because the childminder gently reminds them of the house rules throughout the day. For example, they are asked to take off their shoes when they return inside from outdoor play.

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

- The childminder's home is extremely clean and organised. She provides children with an excellent range of high-quality toys and resources to support their play. Children enjoy all that is on offer. They demonstrate their physical skills as they swing, balance and climb on small apparatus. Children enjoy exploring sensory items, such as coloured dough and rice. They learn to solve problems as they play with water and build with blocks and guttering. However, the childminder sometimes provides children with too many activities that do not fully promote their focus and concentration. She does not always link her resources precisely enough to what she wants children to achieve to maximise their progress.
- The childminder plans an ambitious curriculum around children's interests and individual next steps in learning. This helps children to make consistently good levels of progress. The childminder is keen to continue with her professional development and attends training to enhance her already good knowledge and skills.
- The childminder provides children with some technological toys because she recognises the significant role technology plays in their lives. She uses some online learning resources, such as yoga videos, to further support children's learning. However, the childminder is yet to find fully effective ways to support

children to develop their understanding of the risks associated with using digital technology to help keep them safe.

- The childminder supports children's good health effectively. Children have daily opportunities for fresh air and exercise. The childminder reminds them to wash their hands at regular intervals throughout the day. Children enjoy a range of healthy meals and snacks that the childminder prepares for them. They sit with their friends at the table and make choices about the foods they eat.
- Partnerships with parents are good. The childminder shares information with them in a range of ways. She speaks to them at drop-off and pick-up times, sends digital messages and completes termly progress reports. The childminder encourages parents to continue and complement children's learning at home. She provides them with newsletters to keep them informed about the learning taking place at the setting. The childminder suggests ideas for activities they can do at home.
- The childminder seeks parents' views on the quality of her provision. She asks them to complete questionnaires to evaluate what she does well and identify areas for development. Parents are highly complimentary about the service the childminder provides. They state children have developed beyond their expectation and the childminder's communication is perfect.
- The childminder supports children to have a 'can-do' attitude and to be independent from an early age. She sits alongside children to offer encouragement and reminds them to try for themselves because they can do it. Children confidently dress themselves in wet weather clothing and put their boots on the correct feet. The childminder offers the youngest children a little more support. For example, she asks if they would like to put their hand on her shoulder to help them balance while they put their boots on.

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:

- review the range of resources provided for children's play and link them more closely to the planned learning intention to maximise children's progress
- provide children with even more experiences to help them learn how to keep themselves safe when using the internet and digital technology.

Setting details

Unique reference number	2677710
Local authority	Herefordshire
Inspection number	10356927
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	0 to 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Leominster, Herefordshire. The childminder operates her provision from Monday to Friday, term time only. Sessions are from 8am until 5pm. The childminder offers children funded early years education.

Information about this inspection

Inspector

Tina Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they 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 early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector took account of the views of parents through written documentation.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024