

Childminder report

Inspection date: 24 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

The childminder warmly welcomes children and parents into her home. Children greet her with smiles, proudly telling her about the outfits they have chosen to wear. They happily separate from their parents and quickly settle to activities that the childminder has planned to match their interests. This shows children feel safe and secure.

Children make good progress. The childminder's curriculum builds on what children already know. She works with parents to understand children's starting points and plan next steps in children's development.

The childminder is passionate about helping children to learn about the natural world. Children collect eggs laid by the childminder's chickens and watch them hatch in incubators. They delight in watching and handling chicks, following instructions from the childminder to be kind and gentle. Children plant seeds and grow their own fruit and vegetables. They explain to visitors about what plants need to help them grow and describe why they are not ready to harvest.

The childminder has high expectations of children's behaviour. Children use excellent manners and are respectful and kind to each other. The childminder supports children to follow the rules of her provision to use 'kind hands', 'kind feet' and 'kind words'. She has taught children to use a five-minute timer to share toys and take turns, and older children now do this independently.

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

- The childminder promotes healthy living. Children spend a large proportion of their day in the outdoor provision, where they have space to run, climb and explore in the fresh air. This supports their physical and mental well-being. Children enjoy races with their friends and use magnifying glasses to hunt for insects and surprises that the childminder has hidden for them to find.
- Parents speak positively about the childminder's provision. They value the homely environment and the opportunities their children have to play outdoors every day. They describe the childminder as 'patient', 'honest', 'kind' and 'motherly'. They talk about how the childminder keeps them fully informed about their children's daily routine, activities and development. Parents are pleased with the progress their children are making. They feel that the childminder has prepared their children for the next stage of their education.
- The childminder helps children to become resilient, confident learners. She encourages them to persevere and try to do things for themselves. However, she does not always support younger children to identify their own physical needs and fully develop their self-help skills. For example, sometimes children become

frustrated when they cannot access their drinks independently.

- The childminder plans activities outside the home to broaden children's experiences. Children visit the local library, church and playgroup. This helps to build children's social skills. The childminder works in partnership with other settings that the children attend to ensure continuity of care and learning.
- The childminder promotes children's communication and language skills. During imaginative play, she models language for younger children. She asks thought-provoking questions to encourage older children to think for themselves. The childminder provides time for children to express themselves and problem-solve. She introduces children to new words using books and discussions. Furthermore, she supports older children to identify the initial sounds in words.
- The childminder supports children to learn the language of emotions. She encourages them to express how they are feeling and supports them to begin to understand how to regulate their emotions.
- The childminder is proactive in updating her knowledge and skills to improve outcomes for children. Since her registration she has completed numerous courses. The childminder continually reflects on her provision and strives to improve. She has plans to further develop her outdoor space as well as completing additional training to support children's communication and language skills.

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:

- support younger children consistently to further develop their self-help skills.

Setting details

Unique reference number	2678338
Local authority	Worcestershire
Inspection number	10349308
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Worcestershire. She operates her provision from 8am until 6pm on Monday to Thursday and from 8am until 2pm on Friday, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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 childminder.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.
- 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 the children.
- Parents shared their views on 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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