

Childminder report

Inspection date: 24 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

The kind and caring childminder creates a homely environment for the children in her care. She builds strong relationships with each child and gets to know them and their families well. The childminder combines her knowledge of children's interests with information from parents to plan an engaging curriculum that supports them to make good progress in their learning and development.

The childminder encourages children to lead their own learning. They sit at the table with their peers and use tools to roll and cut shapes from dough. Children are confident to ask the childminder for help when they are challenged. The childminder helps children's to develop a 'can-do' attitude and encourages them to try again, suggesting they push a little harder and wiggle the cutter. Children proudly declare, 'I did it', as they show off the bone shape they have created by themselves.

The childminder ensures that every child feels included and valued during their time at the setting. She adapts activities for the youngest children and provides different resources to meet their individual needs. For instance, during a painting activity, she offers babies a smaller paintbrush to enhance their handling and control. The childminder encourages babies to explore with their senses. She provides them with pieces of tissue paper to scrunch in their hands.

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

- The childminder is reflective. She knows what she does well and identifies some areas to further enhance the quality of her provision. For example, she plans to attend training to deepen her knowledge and aims to build partnerships with other settings that children will soon attend. Although the childminder has recognised areas she would like to improve, she has not yet established ways to prioritise areas of development to help her promote ongoing improvement and achieve even better outcomes for children.
- The childminder provides children with healthy snacks and encourages them to drink from their water bottles throughout the day. She reminds them to wash their hands before mealtimes. However, the childminder does not consistently use these everyday routines to fully support children's understanding of healthy lifestyles. For example, she does not talk to children about the types of foods that they eat or provide them with clear explanations of the importance of good hygiene practice.
- Children develop a love of books from a young age because the childminder reads to them throughout the day. She encourages all children to be actively involved. Children sit comfortably and take turns to turn the pages of the story book she reads to them. Children enthusiastically lift the flaps to reveal hidden

pictures and explore textured parts of the pages with their fingers. The childminder enhances children's vocabulary. She introduces descriptive words, such as rough and smooth. When a child incorrectly identifies a musical instrument, the childminder gently corrects them, explaining that it is a trumpet.

- The childminder supports children to manage their behaviour effectively. She sets clear expectations and guides them in resolving minor conflicts. For example, when children disagree about whose turn it is to play with a toy, the childminder asks them to think how they could resolve the problem. Children are empowered and consider the consequence of their actions on the feelings of their friend. They decide to play with the toy for five minutes each.
- The childminder is a good role model. She sensitively supports children during their care routines and asks for their consent to meet their needs. For example, before changing a child's t-shirt, she asks, 'Would you like to do it, or would you like me to?' The childminder helps children to understand about personal safety and privacy. She suggests they step into the hallway, away from the group, to get changed.
- Partnerships with parents are good. The childminder communicates with them on a daily basis through verbal discussions and digital messages. This helps to keep parents updated on children's learning experiences and care needs. The childminder seeks parents' opinions on the service she provides through annual questionnaires. Parent feedback is positive. They describe the childminder as a third parent and explain that children have thrived in her care.

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:

- develop ways to prioritise areas for development to promote ongoing improvement and achieve even better outcomes for children
- provide children with even more experiences to help them to develop their understanding of the importance of healthy lifestyles.

Setting details

Unique reference number	2678791
Local authority	Worcestershire
Inspection number	10363619
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and works from her home in Redditch. She operates her provision from 7.30am until 5.30pm, Monday to Friday all year round, except for one week at Christmas and family holidays. The childminder provides funded early education for children aged nine months to four years.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector through written testimonials.
- 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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