

Childminder report

Inspection date: 21 November 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 demonstrate they feel safe, secure and valued at this welcoming setting which primarily cares for children aged between one and three years old. The nurturing childminder and her enthusiastic co-childminder create a homely, stimulating environment, both indoors and outdoors, to support children's learning. Children build secure relationships with the childminder who is tuned into their individual needs. She quickly recognises if children are becoming hungry or tired. The childminder encourages children to actively participate in their personal care routines. They are familiar with the nappy changing process and are eager to help find their basket. Young children assist the childminder by holding the nappy and cream. These calm, unhurried routines help children feel empowered and respected while also teaching them the importance of care and respect for others.

Children are eager to engage in their learning and play. They listen attentively as the childminder enthusiastically reads them stories and are eager to join in with action songs and rhymes. The childminder provides children with plenty of opportunities for outdoor play in the well-resourced garden. Children develop physical strength as they climb and swing on small apparatus. The childminder effectively supports children's communication and language skills. She encourages them to use single words as they play. The childminder uses her quiet voice to encourage children to listen attentively to what she says. Children stop their play to listen to the different sounds they can hear, such as an aeroplane flying overhead.

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

- Children make good progress from their starting points. The childminder uses her secure knowledge of how children learn and develop to plan a broad curriculum which meets the needs of all children that attend. She makes regular assessments of what children know and can do and uses this information to plan for children's future learning.
- Effective settling-in procedures supports children's move from home to the setting. Children arrive happy and confidently separate from their parents or carers. The childminder invites both parents and children to attend tailored stay-and-play sessions, ensuring children's individual needs are met. During the induction process, she gathers detailed information from parents, enabling her to understand children's background, interests and needs from the start. This approach allows the childminder to provide personalised support and plan purposeful learning activities that promote each child's development from day one.
- Partnerships with parents are good. The childminder uses various methods to keep parents informed about their children's progress and care needs. For example, she speaks to them at drop off and collection times and adds

information to children's online learning records. The childminder invites parents to add photographs and comments about what children do at home to their online learning journey to help her gain an even better overview of children's development. Parents' are very happy with the care and education their children receive. They comment on the strong relationships children have with the childminder and how well their imaginative play and social etiquette has developed.

- The childminder has developed partnerships with some professionals from other settings children attend. However, she is yet to build partnerships with all settings that children also attend to share information and provide a consistent and complementary approach to each child's learning.
- The childminder follows children's sleep routine from home. Children sleep peacefully in comfortable surroundings. Both the childminder and her co-childminder regularly check on sleeping children to ensure they are safe and well. They have completed safer sleeping training and adhere strictly to these guidelines to maintain a safe sleeping environment for all children.
- The childminder supports children's good health. She gently reminds them to wash their hands at regular intervals throughout the day. The childminder provides a good selection of nutritious, home-cooked meals and snacks that cater to children's dietary needs.
- The childminder strives to deliver high quality care and education to all children. She is thoughtful and reflective. The childminder works alongside her co-childminder each day. They regularly engage in professional discussion to review their strengths and identify areas where they can improve. The childminder actively pursues ongoing training to enhance her already strong knowledge and 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:

- strengthen partnerships with all other settings that children attend to share information and provide a consistent and complementary approach to all children's learning and development.

Setting details

Unique reference number	2679649
Local authority	Worcestershire
Inspection number	10260266
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	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Hallow, Worcester. The childminder works with a co-childminder and operates from 9am until 4pm, Tuesday to Friday, term time only. The childminder offers early education for children aged nine months to three-years.

Information about this inspection

Inspector

Tina Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is 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.
- 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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