

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 are happy and settled at this welcoming setting, which primarily cares for children aged between one and three-years old. They form strong bonds with the caring childminder and her enthusiastic co-childminder, who knows them and their families well. The childminder and co-childminder plan a good balance of child-initiated and adult directed play to support children's learning. Children make good progress from their starting points.

Care and hygiene practice is good. The childminder gently reminds children to wash their hands at regular intervals throughout the day. They are independent from an early age and use individual flannels to wash their hands before meals. Children are beginning to recognise colours, such as red and yellow. The childminder gently asks them to choose what colour bib they would like to wear. Children benefit from a selection of healthy meals and snacks that the childminder prepares for them. They are encouraged to make independent choices about the type and quantity of food they eat. Children learn to use knives safely and carefully spread toppings on to their toast. The childminder effectively supports children's emotional well-being. She offers children lots of cuddles throughout the day. The childminder follows children's sleep routines from home. They sleep peacefully in a comfortable environment. Both the childminder and her co-childminder regularly check on sleeping children to ensure their safety and well-being. They have completed safer sleeping training and strictly follow these guidelines to maintain a safe sleeping environment for all children.

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

- The childminder has a good understanding of how children learn and develop. She makes regular assessments of what children know and can do, and uses this information to plan for their next steps in learning. However, children's planned next steps in learning are sometimes too broad and lack the precision needed to fully support children to make even better progress in their development.
- Well-designed settling-in procedures help children's move from home to the setting. The childminder invites parents and children to attend stay and play sessions which are tailored around their individual needs. This helps children to become familiar with their surroundings and supports them to build relationships with her and her co-childminder from the outset. Throughout the induction process, the childminder seeks a range of information from parents, helping her to understand children's background, interests, and needs from the very beginning. This approach enables the childminder to offer personalised support and create meaningful learning experiences that supports children's development from the outset.
- The childminder effectively supports children to develop their early literacy skills.

She enthusiastically reads to them throughout the day and encourages children to sit quietly with her to look at their chosen book. Children engage in creative activities. They use their fingers to make marks in soil and use a selection of pens and crayons to draw pictures.

- Children have lots of opportunities for fresh air and exercise. They develop strength in their bodies as they balance, swing and climb on age-appropriate equipment. The childminder supports children to have a 'can-do' attitude, offering her hand to hold if they feel unsteady or unsure.
- Partnerships with parents are good. The childminder uses a variety of ways to keep them informed about their children's time at the setting. For example, she staggers drop off and collection times to enable her to speak privately with parents to keep them updated about their children's achievements. In addition, the childminder adds information to children's online learning records and invites parents to contribute to their children's learning journey. Parents are very happy with the care and education their children receive. They comment on the safe and nurturing environment and how the childminder and co-childminder prioritise their children's emotional needs.
- The childminder is committed to providing high-quality care and education to all children. She is reflective and thoughtful in her approach, working closely with her co-childminder on a daily basis. Together, they engage in professional discussions to assess their strengths and identify areas for improvement. The childminder is proactive in her professional development and regularly attends training to further her already good 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 the planning of children's next steps in learning to focus more precisely on the knowledge and skills they need to know next to help them make the best possible progress in their learning and development.

Setting details

Unique reference number	2682868
Local authority	Worcestershire
Inspection number	10260267
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 operates from her co-childminders home in Worcester. The childminder and a co-childminder provides care from 9am until 4pm Tuesday to Friday, term time only. The childminder offers funded 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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