

Childminder report

Inspection date: 6 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

The childminder and her assistants provide a warm, welcoming and engaging home-from-home environment. Children beam with excitement as they discover what new learning experiences have been set up for the day. Children are motivated and happy to attend. This continues throughout the day as they move around the setting, finding resources to support an abundance of exciting play opportunities.

Children thoroughly enjoy learning in the outdoor area. They delight as they run around the extensive outdoor spaces. Children are given the opportunity to learn about risk and develop their understanding of safety. The childminder and her assistants are active play partners. Their levels of involvement help children to become engrossed in their play. They help children build friendships through modelling how to share and take turns.

The childminder and her assistants get to know each child. Over time, they build knowledge of their emerging, unique personalities and learning needs. Children are made to feel loved and valued. They are content as they develop self-esteem and confidence. The childminder and her assistants have high expectations for children's behaviour and what they can do for themselves. For example, young children learn to get ready by persevering to put their wellington boots on for themselves.

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

- The childminder and her assistants carefully consider the values they want children to learn. They aspire for children to have an understanding towards others, as well as a respect for the diverse world in which they live. For example, the childminder sets up charity events, where children raise money and learn about different causes. Children are given a wide range of opportunities to learn to be respectful and celebrate differences between people. This helps prepare children for life in modern Britain.
- The childminder and her assistants use a variety of nature-based topics to help them plan a broad and balanced curriculum. They plan activities for children to learn key knowledge, skills and vocabulary to support their understanding of themes, such as sustainability. Children's ideas are captured to build knowledge over time. For example, children work towards an award, which demonstrates their learning about birds and their habitats. They use their knowledge to make bird feeders and observe the birds that visit the garden.
- The childminder and her assistants assess children's learning. They regularly review targets with parents and other professionals, outlining what children need to learn next. They plan activities to help close the gap in children's learning.

Overall, children progress well and achieve challenging targets. On occasion, teaching techniques, are not fully matched or targeted to help the youngest, less experienced language users make rapid progress in their communication and language development.

- The childminder develops strong working partnerships with parents. This happens before children start. She offers settling-in sessions to support children's transitions from home. The childminder gathers key information to understand each child's needs. She shares this with her assistants, so they can plan and make adaptations and help each child settle quickly.
- The childminder and her assistants provide opportunities for children to listen to and join in with their favourite songs, stories and rhymes. Throughout the day, children request songs to sing together. They enjoy dancing to the rhythm of the songs and rhymes and anticipate what actions come next. They smile with excitement as the childminder shares familiar stories. This helps all children to develop a love of stories and rhymes.
- The childminder provides healthy and nutritious food options and talks to children about the benefits of different food groups on the growing body. The childminder and her assistants further support children to enjoy a balanced diet by setting a daily challenge to eat a range of coloured fruit and vegetables. Children continue the challenge at home and enjoy sharing how they have been healthy.
- The childminder is reflective and committed to training to continually build on her knowledge of how to extend learning experiences for children. Following training in using open-ended resources, the childminder has intentionally made changes to the resources she offers children. This has helped the childminder to observe increased levels of independence and investigation skills.
- Parents comment on how children enjoy their time in the childminder's care and the exceptional bonds that children form with her. Parents appreciate how the childminder goes out of her way to support children and families. They acknowledge how this promotes children's emotional well-being.

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:

- consider ways to use teaching strategies more effectively to consistently support younger children to rapidly achieve their communication and language targets.

Setting details

Unique reference number	2689663
Local authority	Worcestershire
Inspection number	10260268
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	10
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and is based in Worcestershire. The childminder holds a relevant childcare qualification at level 3 and works with two assistants, one of whom holds a relevant childcare qualification at level 3. The childminder operates her provision from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder provides funded early education for children aged between nine months and four years.

Information about this inspection

Inspector

Victoria Laird

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that 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 the early years foundation stage curriculum.
- 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, her assistant and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out joint observations of group activities with the childminder.

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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