

# Childminder report

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Inspection date: 9 August 2023

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder has a calm and caring approach towards children. This helps them to feel safe and secure. Children form close bonds with the childminder. They sit and enjoy a cuddle and read familiar stories with her when they are feeling unsure. This builds emotional attachments and helps children to settle. Children become intrigued and respond positively to what they find in the book. The childminder has high expectations for every child. She promotes a culture of being kind and respectful towards others. Children demonstrate positive attitudes towards their learning. They lead their learning by making choices for themselves. For instance, children choose which seeds they want to plant, and discuss what they might need to add to help the plants grow. This helps children to build on their prior knowledge.

Effective planning of learning environments meet the needs of all children who attend. The childminder uses children's interests to provide them with stimulating activities. For instance, children who have shown an interest in vehicles explore a range of activities to find out more about them. They show high levels of engagement as they become absorbed and motivated in their learning. Children learn from first-hand experiences. For example, they visit the local farm to pick strawberries. Children enjoy baking their own scones to eat alongside their freshly picked strawberries.

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

- The childminder regularly reflects on her practice and reviews her own professional development. She places high focus on understanding her role as the special educational needs coordinator and has attended different training courses. This is to ensure she has the necessary skills and knowledge to promote quality experiences and support all children to make good progress in their development.
- Overall, the childminder manages behaviour well. Generally, children behave and listen to the childminder. However, when children struggle with their emotions and become disruptive, she tells them to stop, or says that it is okay. The childminder does not always elaborate further. This means that not all children develop a deeper understanding that their negative behaviours or actions may have an effect on others.
- The childminder shares information with parents about their child's day and what activities they have enjoyed. Parents share positive feedback about the care their children receive, and say that they have flourished since attending. However, the childminder does not always regularly share updates of children's current learning and development, to fully support parents to continue their child's learning at home.

- The childminder has high expectations of what children can achieve and supports them well in preparation to go to school. For example, she helps them to build the confidence to communicate their personal needs. The childminder encourages children to be independent with putting on their shoes and coats. Children develop awareness of their personal care needs by following good handwashing routines, and wash their hands before meals.
- The childminder provides a language-rich environment. This supports all children, including those who speak English as additional language, to make good progress in their language development. For example, the childminder uses key words in children's home language, alongside English words, to help develop their communication and language skills.
- Children learn about making healthy choices through well-planned activities. For example, children discover where food comes when they visit the local supermarket with the childminder. Children select from a range of different foods, including healthy and unhealthy food. They participate in fun and engaging activities. For instance, discussions about which is a healthy choice to make, such as fruit and vegetables. Children use these healthy options to make funny faces and they delightfully share their creations before trying them for their snack.
- The childminder promotes an inclusive environment to ensure children learn about the world around them and develop positive and respectful relationships towards others. Children learn about cultural festivals other than their own. For example, they learn about cultural traditions of Chinese New Year, and take part in creating Chinese lanterns and tasting Chinese food.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of how to keep children safe. She recognises the possible signs that a child might be at risk of harm. The childminder is knowledgeable on the reporting procedures if she has a concern about a child or a person in a position of trust. She is vigilant when assessing the environment and equipment to ensure areas remain safe where children play. The childminder has clear procedures in place, so children are not exposed to risks if they have a food allergy.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- strengthen behaviour strategies to enable children to develop further their understanding of how their behaviours can affect others
- enhance the already good parent partnership, to continue to promote children's learning and development at home.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2689811                                                                           |
| <b>Local authority</b>                             | Worcestershire                                                                    |
| <b>Inspection number</b>                           | 10306202                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2022 and is in Worcester. The childminder operates her provision from 8am until 6pm, Monday to Friday, all year round, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Katherine Wilson

## 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 provider.
- The childminder showed the inspector the premises and discussed how they ensure 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 their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector reviewed parents' written testimonies of their views of the childminder.
- 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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