

Childminder report

Inspection date:

22 April 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children benefit from a clean and welcoming play environment. They form secure relationships with the caring and attentive childminder, who knows them and their families well. Children arrive happy and separate from their parents or carers with ease. They are excited to see their friends and eager to begin their play. Children behave well. They understand the childminder's house rules, which are consistent with their teachers' expectations at school.

Children engage in a good range of age-appropriate play activities, which the childminder plans around their interests and development needs. They may move freely around the ground floor rooms only, excluding the kitchen, to make independent choices about their play. The childminder's interactions are warm and responsive. She listens attentively as children share stories about the 'Easter bunny'. Children play cooperatively with their friends, take turns and support one another in activities. They have lots of opportunities to be physically active outside in the fresh air. Older children display care and leadership skills. They enthusiastically organise an egg hunt. The childminder offers lots of encouragement, supporting children's problem-solving and exploration. She gently reminds them to look under, as well as inside the pots. Children display excitement when they find a chocolate egg and politely ask the childminder's permission before eating it.

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

- The childminder provides a well-organised and comfortable environment, placing a strong emphasis on safeguarding. She completes daily safety checks on all areas of her home and ensures the front door remains locked while children are present, preventing unauthorised access. The childminder supervises children well. She supports their understanding of personal safety. For example, the childminder discusses road safety and stranger awareness when they go for walks to the local parks.
- Children's voices are valued. The childminder actively involves them in planning their day and responds to their ideas. For example, she provides a wide range of craft materials to support creative activities, such as making models of the Easter bunny. Children demonstrate sustained focus and engagement during these tasks.
- The childminder has a consistent and collaborative approach to supporting children's care and development. She works at the local school during term time, which strengthens her understanding of children and families' individual needs, and supports information sharing with professionals from other settings children attend.

- Children's health is promoted generally well. The childminder ensures that children eat at regular times to keep their energy levels up and stores the food they bring from home appropriately. Children independently access their drink bottles to keep themselves hydrated. That said, children do not follow consistent hygiene practices because the childminder does not remind them to wash their hands at key times during the day. For example, after playing outside and before eating.
- Partnerships with parents are strong. The childminder gathers a range of information from them when children first begin to attend to help her plan activities around their interests and meet their individual needs. The childminder speaks to parents at drop off and collection times and uses digital messages to keep them updated about their children's day. Parents express high levels of satisfaction with the care offered by the childminder and the range of engaging play opportunities she provides.
- The childminder demonstrates a commitment to continuous improvement. She regularly attends training to develop her already good knowledge and skills. The childminder seeks feedback from parents to inform her practice and has a clear understanding of her strengths and areas for development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2705736
Local authority	Herefordshire
Inspection number	10380493
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	4 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in December 2022 and lives in Herefordshire. She operates from 8.30am until 5.30pm, Monday to Friday during school holidays, and offers before- and after-school care during term time.

Information about this inspection

Inspector

Tina Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector spoke to children, to find out about their time at the setting.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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