

Childminder report

Inspection date: 15 October 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 that they feel happy and secure in the childminder's care. They have formed strong bonds with the childminder, who is kind and nurturing. Children feel relaxed in her care. They are content to play independently, and they enjoy the positive interactions they receive from the experienced childminder. Children eagerly engage in activities that explore their creativity and develop their fine motor skills. For example, they enjoy using different media to create colourful pictures of hedgehogs. Children demonstrate pride as they complete their pictures. The childminder encourages children to share resources and take turns. She also reminds them to be polite and use good manners. This contributes towards children's growing understanding of the expectations for their behaviour.

The childminder implements a curriculum that builds on children's knowledge and skills. She adapts activities to their age and stage of development. The childminder uses her knowledge of each child to help them build their confidence and self-esteem through familiar and enjoyable activities. The childminder promotes positive attitudes to learning. She is consistently interested in what children say and do and listens carefully to their requests. Children behave well, play happily with each other and make friends. This helps develop children's personal, social and emotional skills.

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

- The childminder implements a play-based curriculum. She offers children a range of activities and experiences that extend their knowledge and understanding. The childminder recognises that through play, children learn the skills that support their use of language and their physical and personal development. A clear focus is given to supporting children to be well prepared for school.
- The childminder gathers information from parents to help identify clear starting points for children's learning. She assesses children's progress using observations to identify their next steps in learning. The childminder shares progress checks with parents. She identifies when children have emerging gaps in their learning and works with parents to help close them. This helps all children to make good progress.
- The childminder supports children well as they develop their early communication skills. For example, she comments on what children are doing as they play and repeats words back to them using clear words and simple sentences. Children have access to age-appropriate books, which they happily share with the childminder. Children clearly look forward to story time, eagerly joining the childminder on the floor, keen to listen. However, the childminder has yet to develop a range of ways to support children's home language, alongside English, to support their language skills even further.

- The childminder provides children with good opportunities to learn about the natural world around them. She understands that some children prefer to learn outside. She takes this into account as she builds her curriculum around each child's individual learning needs and interests. Children benefit from visits to local parks and the wider community, including different toddler groups. They enjoy going to an allotment where they can grow fruit and vegetables.
- Children develop their independence. For example, they wash their hands at appropriate times and learn to put on their coat and shoes. The childminder helps children learn about the importance of a healthy lifestyle. Through play and discussion, children learn about healthy foods and good oral health. However, the childminder does not consistently plan activities that provide children with a range of spontaneous opportunities to use their early writing skills in their play.
- Parents speak positively about the childminder. They say their children are happy to attend her setting and are learning well. The childminder shares information with parents on a regular basis. This helps them to join in with opportunities for learning at home.
- The qualified childminder reflects on her practice and continually builds on her existing knowledge. She has built strong partnerships with other settings in her local area. She knows that by working together and sharing relevant information they can meet children's needs more effectively. This helps to promote continuity in children's learning and development.

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:

- continue to explore a variety of ways to enable children who speak English as an additional language to extend their language skills even further
- provide more spontaneous opportunities for children to experiment with mark-making tools to further promote their early writing skills.

Setting details

Unique reference number	2757098
Local authority	Worcestershire
Inspection number	10349548
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 7
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 2023 and lives in Worcestershire. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3 and provides funded early education for two-year-old children.

Information about this inspection

Inspector

Jacqueline Coomer

Inspection activities

- The inspector and the childminder completed a learning walk across all areas of the setting used by children to understand how the early years provision is organised.
- A joint evaluation of a teaching activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector took account of the written views of parents.
- The inspector looked at a sample of relevant records and documentation. This included evidence about suitability and training.

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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