

Childminder report

Inspection date: 3 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

The caring childminder creates a homely and inclusive learning environment for the children in her care. Children are happy and settled. They form secure relationships with the childminder and any assistants, who know the children well. The childminder seeks a range of information from parents when children first attend. She uses this and her knowledge of child development to plan an engaging curriculum around children's individual interests and learning needs. All children make good progress from their starting points.

Children are developing an understanding of the importance of good hygiene. The childminder reminds them to wash their hands at regular intervals throughout the day. She supports children's good behaviour and prompts them to use good manners, such as saying 'please' and 'thank you' as she passes them their snack. Children play cooperatively with their friends and are learning to share and take turns. They display positive attitudes to learning. Children move freely around the childminder's home to engage in their chosen play. They excitedly explore and investigate sensory resources outdoors in the garden. Children fill and empty a selection of different-sized containers with water and soil. The childminder offers them lots of encouragement and praises their achievements. She helps children to develop early mathematical language. For example, the childminder introduces words such as 'more' and 'less' into their play. She asks children to identify which jug is full and which one is empty.

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

- The childminder knows children well. She makes regular assessments of what they know and can do and uses this information to plan what they need to learn next. Although the childminder plans individual next steps for children's learning, they are sometimes too broad and not precise enough to fully support children to make the best possible progress in their learning and development.
- The childminder has a generally good understanding of what she wants children to achieve during planned play activities, such as developing their communication and language skills. However, on occasion, the childminder does not focus her interactions around the specific learning intentions to help children to build on their knowledge and skills.
- The childminder has strong relationships with any assistants she works with. She provides good levels of professional support and regularly meets with them to check on their well-being. The childminder offers guidance with ongoing coursework and arranges training around their needs and interests. However, the childminder is yet to monitor the quality of their practice effectively to help raise the quality of teaching to the highest level.
- The childminder provides children with a selection of healthy meals and snacks

throughout the day. Children choose where they would like to sit. They are independent and attempt to peel their own fruit. The childminder and any assistants are on hand to assist if needed. They encourage young children to try for themselves and offer help by showing them how to do something when they do not succeed independently.

- The childminder works closely with other professionals, such as speech and language therapists. This helps to target support to meet children's individual needs. She has good relationships with some settings that children also attend. The childminder shares information with them to offer a consistent and complementary approach to children's learning.
- Children are developing a love of books. The childminder reads stories to them throughout the day. Children sit comfortably with their friends and listen attentively. They take turns to choose props, such as painted spoons displaying characters from the story. Children know what is expected from them and are eager to raise their prop when their character appears in the story.
- Children develop good social skills. They learn about the world around them because the childminder takes them on outings into the local community. For example, they borrow books from the library and visit local parks and cafes. The childminder teaches children how to keep themselves safe. For example, she talks to them about road safety and stranger danger when they are on visits.
- Relationships with parents are good. The childminder keeps parents updated about their children's care needs and achievements. She adds information to online learning records, sends digital messages and speaks to parents at the start and end of the day. Parent feedback is very positive. They describe the support offered by the childminder as invaluable and say that she goes above and beyond to help their children grow and develop.

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:

- review the planned next steps for children's learning to make them even more precise and fully support children to make the best possible progress in their learning and development
- strengthen interactions to focus more precisely on specific learning intentions to help children build on their knowledge and skills
- review arrangements to monitor practice at the setting to help raise the quality of teaching to the highest level.

Setting details

Unique reference number	2758023
Local authority	Herefordshire
Inspection number	10349607
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	0 to 12
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered with Ofsted in 2023. She lives in Ross-on-Wye. She operates all year round from 7am to 6pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder holds a level 3 qualification. She offers funded early years education to children.

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 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, any assistants and children.
- The inspector took account of the views of parents through written documentation.
- 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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