

Childminder report

Inspection date: 9 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled. They form secure relationships with the nurturing childminder. Children clearly enjoy the time they spend in her care. They understand the routines of the day and confidently explore their surroundings. Children display a strong sense of belonging. They access a range of good-quality toys and resources. Children use their imagination as they engage in role play activities. The childminder sits alongside them to support their play. She promotes children's understanding of safety as she reminds them that the oven is hot. Children find the oven glove to wear when they place a tray in the pretend oven. Children confidently interact with visitors. They offer to cook them a hot dog and pretend to make them an ice cream. Babies are very content. The childminder is tuned into their needs and quickly recognises when they become hungry or tired. She supports babies to feed themselves. The childminder encourages them to hold their own bottle. She offers babies lots of cuddles and reassurance. This supports their emotional well-being. The childminder uses facial expressions, which make babies giggle and smile. She encourages them to babble and uses single words to support their emerging speech. Babies develop strength in their bodies. They lie on their stomach and excitedly reach forward to grasp a selection of age-appropriate toys.

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

- The childminder provides children with a broad curriculum that links to their individual interests. She seeks a range of information from parents on induction about children's care needs, interests and achievements at home. The childminder uses this information to plan for children's learning from the outset. Although she makes regular assessments of children's progress, the childminder sometimes plans activities that do not help them to build on what they already know and can do. Children's planned next steps for learning are not always precise enough to fully support them to make the best possible progress.
- The childminder plans adult-led play activities to support children's early mathematical development. For example, she provides children with a tray of rice and encourages them to use their fingers to copy numbers from cards. The childminder extends the activity and helps children to count how many toy dinosaurs they will need to balance the weighing scales. However, when children lose interest, the childminder continues to focus on her planned learning intention. She is yet to fully consider ways to further support children to lead their own learning to explore and develop their own ideas.
- The childminder regularly shares information with parents about children's learning and development. She speaks with them at drop off and collection times. The childminder sometimes sends digital messages to parents and invites them to share information with her about children's experiences at home.

- The childminder has high expectations for children's behaviour. They know what the childminder expects from them. She gently reminds them to share, take turns and use good manners.
- The childminder attends some online training and recently enrolled on a mentoring scheme to further her skills and knowledge. The childminder knows what she does well. However, she is not so sure on what she would like to improve in her setting. Although the childminder has good relationships with parents, she is yet to seek their views to further identify areas for development.
- The childminder provides children with opportunities for fresh air and exercise. Children play outside in the garden and the childminder takes them out for walks into their community. Children develop good physical skills. They use their arms to help them balance on a low-level beam. Children display high levels of concentration. They carefully bend their knees and stand on a wobble board. This helps children to develop their core strength.
- The childminder has a healthy eating policy. She reminds parents to provide nutritious meals in their children's lunch box. Hygiene and care practice is good. The childminder speaks to babies in a gentle manner as she manages their personal care. Children learn the importance of good hygiene practice. They wash their hands before mealtimes. Children use individual towels to dry their hands, which helps to stop any germs being spread between children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She regularly attends safeguarding training to keep her knowledge and skills up to date. The childminder ensures her home is organised and well maintained. She completes daily safety checks on all areas of her home and garden to ensure children play in a safe and secure environment. She is aware of the signs that may indicate a child is at risk of abuse or harm. The childminder knows what to do and who to contact should she have a concern about a child's welfare.

What does the setting need to do to improve?

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

- review children's next steps in learning to make them more precise and build on what children already know and can do to fully support them to make the best possible progress
- provide children with even more experiences to lead their own learning and help them explore and develop their own ideas
- strengthen procedures for self-evaluation to seek the views of parents and precisely identify areas for further development and promote even better outcomes for children.

Setting details

Unique reference number	EY261711
Local authority	Herefordshire
Inspection number	10280011
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	6 September 2017

Information about this early years setting

The childminder registered in 2003 and lives in Bromyard. She operates all year round from 7am until 3.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Tina Smith

Inspection activities

- This is the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The childminder showed the inspector the house and the garden and discussed how she ensures these are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants children to learn.
- The inspector carried out a joint observation of a maths activity 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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