

Childminder report

Inspection date:

8 November 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's home. Babies seek comfort from the childminder and want to show her what they explore and find. The childminder is supportive and nurturing towards the children, and this shows on their happy faces. Babies become confident to explore the world around them with support. They choose their own resources and engage in new activities. Older children gain confidence in becoming independent. They learn to put on their own shoes and coats, and complete their own self-care needs.

Babies begin to babble, make sounds and say single words. They learn new vocabulary while looking at a moth they have found in the garden. Children talk about what they see in the world around them, pointing out aeroplanes and birds in the sky, while playing in the garden. They begin to express their wants and needs, such as wanting to go outside or needing a drink. Older children discuss celebrations and festivals, such as Diwali and bonfire night. They watch factual videos that help them to learn new vocabulary about different cultures and traditions.

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

- The childminder keeps up to date with changes in the early years foundation stage. She accesses some professional development, such as on safeguarding and the 'Prevent' duty. She has a secure knowledge of early education and observes, assesses and plans for children's individual next steps accordingly. The childminder knows the children well and children make good progress.
- Children generally engage well in activities of their choosing. They have the flexibility to choose to go outdoors when they want to ride in cars or engage in water play. However, transition times are not always organised as well as possible. This leads to children becoming disengaged and waiting for long periods to carry on with the next stage of their routine.
- Children benefit from a wide range of physical activity. Babies begin crawling, pulling themselves up and taking their first steps. They grasp different tools as they dig stones into their tractors and place balls down a slide. Older children have day trips to the park to climb apparatus and take turns on the swing. They visit the local forest to search for their favourite characters. Children also benefit from a range of healthy snacks, including fruit, yoghurt and breadsticks.
- Children have access to an array of day trips with the childminder that they may not experience elsewhere. They attend the local safari park to feed the zebras. Children have the opportunity to immerse themselves in the community, when attending the local soft play and play groups in the area, where they can practise their arts and crafts skills, such as by painting a pumpkin. They visit the local railway, ride a steam train and visit the engine house. Children have the

opportunity to watch iron forging when they visit the local history museum. Children benefit from an array of valuable life experiences.

- Children learn about their own risks while out on day trips. They learn about oncoming cars and how to remain safe on the road. Older children learn about safety around dogs and how dogs can be dangerous. The childminder is passionate about supporting children to risk assess for themselves and learn how to climb safely at the park.
- The childminder implements some appropriate strategies to support children with special educational needs and/or disabilities (SEND). However, at times, the childminder does not fully implement appropriate strategies to support the behaviour management of children with SEND. This sometimes results in other, less confident children's learning being disrupted.
- Parents are happy with the care and education their children receive. They receive regular updates about their child's day. The children settle well, and parents state they appreciate how supportive, welcoming and nurturing the childminder is to themselves and their children. The childminder is passionate about obtaining a strong bond with parents so that they communicate effectively and become a joint support system for each individual child.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure safeguarding knowledge and understands her role and responsibilities in looking after the children in her care. She can identify and recognise effectively some signs and symptoms that may indicate a child is at risk of harm. She understands local procedures in place to report a child of concern. The childminder is vigilant to symptoms from a wide range of child protection matters, such as radicalisation. She has up-to-date paediatric first-aid training and is aware of the actions to take in case of a medical emergency.

What does the setting need to do to improve?

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

- develop knowledge and skills to more skilfully support the behaviour of those children with SEND
- refine the organisation of transition times to support all children's consistent engagement in their learning.

Setting details

Unique reference number	EY272544
Local authority	Worcestershire
Inspection number	10116050
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	5
Date of previous inspection	27 June 2016

Information about this early years setting

The childminder registered in 2003 and lives in Kidderminster. She provides care all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a degree in early years.

Information about this inspection

Inspector

Sophie Van Harten

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke with the childminder about the leadership and management of her setting.
- 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 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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