

Childminder report

Inspection date: 3 March 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder's home is comfortable and welcoming. Children are happy and settled. They form strong bonds with the caring childminder, her co-childminder and her assistant. Children are motivated to learn and eager to join in with the activities on offer. They are confident and articulate. Children engage in meaningful conversations with the childminder and visitors. Young children pretend to dress and feed dolls. The childminder supports them to use their imagination and shows them how to wrap the dolls up in blankets. Young children copy her and gently rock the 'baby' to sleep. They are highly engaged and use sounds and expressions in their play. For example, young children pretend to cry like a baby. Children learn about space and measure as they excitedly play with water. They use mathematical language to describe how much water is in the different-sized jugs. For example, they tell the childminder 'it's full'. Children concentrate as they play a matching game. They are beginning to recognise numbers up to 10. Children skilfully use tools to retrieve small numbered ducks from a bowl of water. They correctly identify the number on the duck and match it to the cards on the wall. Children delight in making shapes with coloured dough. They develop and strengthen the small muscles in their hands as they manipulate the dough. Children competently use tools to roll the dough and cut out shapes.

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

- The childminder is warm and nurturing. She provides a wide range of good-quality resources and exciting play activities. The childminder knows children well. She plans play around their individual interests and what they need to learn next. Children make good progress.
- The childminder plays alongside children to support their learning. She demonstrates how to use tools safely and asks questions to challenge children's thinking. For example, she asks children to describe the 'bugs' they make. The childminder encourages children to count how many legs their creation has and supports their growing vocabulary as she introduces words such as 'wings' into their play.
- Children are generally well behaved and learn to share, take turns and be kind to their friends. However, at times, the childminder does not fully support children's understanding of what is expected from them as she does not always give them clear enough explanations as to the expectations for their behaviour.
- Partnerships with parents and other professionals are effective. The childminder establishes an effective two-way flow of communication with other settings children attend to provide consistency in care and learning. She keeps parents well informed about their children's achievements and care needs through online learning records and daily verbal feedback. Parents' written comments are highly complimentary. They state that the childminders provide a 'home-from-home

environment', 'children are very happy' and they are 'grateful for the care' children receive.

- Children learn about healthy lifestyles. They have ample opportunities for fresh air and exercise as they play outside in the childminder's well-resourced garden. The childminder provides children with nutritious home-cooked meals and a range of healthy snacks. Hygiene practice is good. Children are becoming independent and are learning to manage their self-care.
- Good settling-in procedures support children to feel secure when they first begin to attend. The childminder follows routines from home. She meets children's individual needs well. Children enjoy plenty of cuddles and reassurance throughout the day. The childminder is quick to recognise when children become hungry or tired. Babies sleep comfortably and peacefully. The childminder and her assistant regularly check on them to ensure they are safe and well.
- The childminder is reflective and regularly evaluates her provision. She engages in professional discussion with her co-childminder and her assistant to share ideas and consider ways to enhance the service they provide. However, although the childminder keeps her mandatory training update to date, she has not established a fully focused professional development plan to further her already good knowledge and skills, and maintain the quality of teaching to an outstanding level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection procedures. She recognises the possible indicators of abuse and is aware of the procedures to follow if she has concerns about a child in her care. The childminder carries out daily checks on her home to ensure children play in a safe environment. Children are well supervised. The childminder teaches children about road safety and 'stranger danger' when taking them out into the community. She implements a range of policies, documents and records that help to safeguard children.

What does the setting need to do to improve?

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

- provide children with even clearer explanations of what is expected of them to fully support their understanding of good behaviour
- build on professional development opportunities to further develop knowledge and skills, to raise the quality of teaching to an outstanding level.

Setting details

Unique reference number	EY275858
Local authority	Worcestershire
Inspection number	10116055
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 9
Total number of places	12
Number of children on roll	18
Date of previous inspection	23 June 2015

Information about this early years setting

The childminder registered in 2003 and lives in Lower Broadheath, Worcester. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She works with a co-childminder and an assistant. She holds a relevant level 3 qualification. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tina Smith

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and her assistant throughout the inspection. She looked at the suitability of persons living in the household.
- The inspector discussed with the childminder the plans for children's learning. She evaluated an activity with the childminder to understand how the early years provision and the curriculum are organised.

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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