

Childminder report

Inspection date: 6 June 2024

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 very happy and settled in the childminder's care. They form close relationships with the childminder and clearly enjoy the time they spend at the setting. The childminder supports children to be independent and develop a positive mindset from an early age. Young children persevere with tasks they find challenging and keep trying until they successfully put on their shoes for outdoor play. Children know what is expected from them because the childminder gently reminds them to use good manners. Children say please and thank you throughout the day.

The childminder provides a wide range of good-quality toys and resources to support children's learning, both indoors and outdoors. Children display high levels of concentration as they sit alongside the childminder to complete focused activities. For example, young children create a picture from stickers. They develop good hand-eye coordination and gain strength in their fingers as they peel and stick these onto paper. Older children develop their mathematical knowledge. They enthusiastically make patterns with coloured counters. The childminder supports children effectively to understand their feelings and emotions. They listen attentively to stories and engage in thoughtful conversations about how characters in the story feel. The childminder encourages children to discuss what they would do to make the character feel better. Children are beginning to understand the importance of good social skills. They tell the childminder they would share and be kind.

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

- The experienced childminder organises the learning environment well. She has a good knowledge and understanding of how children learn and develop. The childminder plans an ambitious curriculum. She makes regular observations of children's play to identify where they are in their development. The childminder uses this information to plan for their future learning. Children make good progress from their starting points.
- Settling-in procedures are good. The childminder invites children and parents to attend stay-and-play sessions to get to know her and familiarise themselves with the surroundings. This helps children to be ready for the move from home to the childminder, when the time comes.
- The childminder has good partnerships with parents. She shares information with them in a range of ways. For example, the childminder speaks to them on a daily basis and sends digital messages about children's care needs and achievements. In addition, the childminder provides parents with termly written summaries of their children's progress. However, the childminder is yet to

establish effective partnerships with other settings children attend to share information and offer a consistent and complementary approach to their learning.

- The childminder provides children with some experiences to support their understanding of diversity. For example, they make cards to celebrate cultural events and taste foods from countries around the world. However, the childminder is yet to provide children with a wide enough range of meaningful experiences to help them reflect on what makes them unique and deepen their sense of self.
- The childminder attends online training to further her knowledge and skills. She identifies what she does well and areas for further development. The childminder speaks to parents to seek their views to drive ongoing improvements at her setting.
- The childminder regularly takes children out into their community to meet with other childminders and visit places of interest. This helps children to develop good social skills and build wider friendship groups. Children are beginning to learn how to keep themselves safe. For example, the childminder explains the importance of holding hands when they cross the road.
- Children develop good physical skills. They have fun as they play outside in the childminder's garden. Children take turns to ride on wheeled toys and excitedly chase and pop bubbles. The childminder teaches children about nature and how things grow. As children plant seeds in soil she explains the difference between a vegetable and a flower. Children excitedly point to a bee and share their past learning as they announce 'look a pollinator'.
- The childminder supports children's good health. She provides them with fresh fruit for snack and encourages children to eat their savoury foods before any sweet items at lunchtime. Hygiene and care practice is good. Children wash their hands at regular intervals throughout the day. The childminder gently attends to young children's personal care.

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:

- strengthen partnerships with other settings children attend to promote a consistent and complementary approach to their learning
- provide further experiences for children to discuss and reflect on their individual differences to deepen their sense of self.

Setting details

Unique reference number	EY285750
Local authority	Herefordshire
Inspection number	10339260
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	2 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	6 July 2018

Information about this early years setting

The childminder registered in 2004 and lives in Hereford. The childminder holds a relevant early years qualification at level 3. She operates all year round from 8am until 4.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Tina Smith

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents through written documentation.

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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