

# Childminder report

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Inspection date: 11 July 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settle well. They seek a comforting hug from the caring childminder, when they feel a little unsure. Children are active learners. They get excited as they blow bubbles into the air and chase them as they pop. Children concentrate at activities as they build with sand with a clear purpose in mind. They tell the childminder that they have made a castle. Children eagerly talk about the bugs they have found in the tray. They identify and name them from the chart displayed. They talk about what insects might eat. For instance, children guess that a butterfly might eat lettuce.

Children behave well. The childminder reminds children of the rules when playing with sand and explains why they should not throw sand. Children know that this might hurt their friends' eyes. The childminder successfully supports children with their emotional well-being. She talks to children about their feelings to help them to understand what these are and how to manage them.

The childminder has recognised the children have not had the same social experiences due to the COVID-19 pandemic. She has arranged to meet regularly with other childminders to ensure the children have these social experiences. Children enjoy opportunities to explore the local community. They say how they enjoy feeding the ducks at the park but their beaks 'tickle' their hands when they feed them.

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

- The childminder uses her knowledge of the children to successfully support them with their next steps, to make progress across all seven areas of learning. She has a good understanding of what children need to learn next, so they are ready for their transition to school.
- The childminder works in partnership to meet with providers of settings where children also attend, to share and discuss the children's development. These discussions enable children to receive a well-rounded approach to their learning.
- The childminder has attended training to build on her professional development. She explains how the impact of safeguarding training has extended her awareness of other safeguarding concerns. This ensures she can support all children and families that attend her setting. She accesses online training to develop new ways to support children with their learning and development. This enabled her to look at new ways to provide activities for children.
- Children learn about how to keep themselves healthy and active. They visit the allotment in the garden where they are growing fruit and vegetables. They talk about the food they are growing and what is good and what could be bad for them to eat. Children follow good handwashing routines. They confidently go to

the sink to have a go at washing their hands before they eat. They confidently use the tricycles in the garden as they build on their large-muscle skills and push their feet on the floor.

- Children explore and investigate how things change, such as when they use coloured ice to make marks onto the paper. However, during some planned activities, the childminder does not place enough focus on what children enjoy. At times, some children do not fully engage in activities that the childminder has planned for them.
- Children develop their communication and language through stories and discussions in play. They talk about their favourite stories. The childminder provides children with good language models. She has discussions with children during activities and talks to them about what they are doing. For example, she talks to the children about the pictures they are making. Teaching is good. However, the childminder does not recognise every opportunity to provide children with the highest level of challenge to extend their knowledge further.
- Parents state that the childminder is kind, caring and approachable. They can discuss with her any concerns and talk about how the childminder supports them. The childminder monitors children's development and regularly has discussions with parents to keep them informed. She tells them what she is currently working on with their children and how their learning can continue at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe from harm. She recognises signs and symptoms that children may be at risk of harm. The childminder understands her duty to report any concerns or allegations about household members. She carries out regular risk assessments on her home, garden and outings to ensure children are safe. The childminder reminds children why it is important to drink water and remain in the shade on warm sunny days.

## What does the setting need to do to improve?

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

- give further consideration to children's individual interests to plan learning experiences that fully engage them
- enhance teaching to make the most of all opportunities to build on children's knowledge, to challenge them fully in their learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY299063                                                                          |
| <b>Local authority</b>                             | Worcestershire                                                                    |
| <b>Inspection number</b>                           | 10116077                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | 11 February 2015                                                                  |

## Information about this early years setting

The childminder was registered in 2004 and lives in Redditch. She operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Katherine Wilson

### Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder carried out a learning walk with the inspector.
- The inspector carried out an observation with the childminder to discuss the impact of learning.
- The childminder provided relevant paperwork for the inspector to review.
- The inspector reviewed testimonies from the parents to gather their views.
- The inspector carried out observations of the children.

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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