

Childminder report

Inspection date: 6 May 2025

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 safe in the childminder's care. She creates a calm atmosphere in her home, providing time and space for children to explore and follow their own interests. Children's behaviour is good. The childminder supports older children to understand the needs of their younger peers and help them learn.

The childminder's curriculum is inspired by the Steiner Waldorf approach. Children spend a large proportion of their day learning outdoors, this promotes their physical and mental health and well-being. The childminder helps children learn about the natural world. Children grow and harvest fruit and vegetables and collect eggs from the childminder's chickens. They use the ingredients to help the childminder prepare their meals. Children observe birds flying overhead, building nests and feeding chicks in the ever changing trees. They learn about the life cycles of tadpoles and explore the changes of the weather and seasons on nature walks.

Children are motivated learners. They become highly engaged in activities the childminder has carefully selected for them. They demonstrate sustained concentration as they work cooperatively with their friends, building complex models with magnetic construction materials. Children persevere when things go wrong, happily rebuilding their models when they collapse.

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

- The childminder knows children well. She observes children, identifies next steps in their development and shares these with parents. She plans her environment to create opportunities to challenge children's physical skills. She supervises toddlers to learn how to safely negotiate steps to access a raised playhouse. Older children create balance beams with planks and logs. They proudly demonstrate their newfound skills on swings and skilfully challenge themselves to be more adventurous.
- The childminder completes risk assessments of activities in and outside of her home. She ensures children are always safely supervised to minimise risks. Furthermore, she ensures all children are aware of her behavioural expectations and boundaries to keep them safe.
- The childminder promotes children's communication and language skills. She narrates their play as she plays alongside them. She models new words and concepts to build on children's vocabulary and understanding. She shares books and songs with children. Children join in with songs at routine times as they wash their hands and tidy up and create their own songs as they play. They talk about their favourite books and recall events in the stories the childminder has shared with them.

- The childminder supports children to develop their mathematical skills during adult-led activities. Children use weighing scales when cooking and learn about volume as they observe the changes in river levels and streams. However, the childminder does not always provide opportunities for children to practise and develop their mathematical skills during routines and during their free play. That said, she is currently completing a course to further embed mathematics and literacy outdoors, which will help her further improve outcomes for children.
- Mealtimes are a calm, social time, where children are encouraged to be thankful for the food they eat. The childminder supports children to take turns to light a candle at the meal table, as they sing a soothing song. Children know they need to sit nicely and wait for the candle to be lit before eating. One child has the role of blowing out the candle to signify the end of the mealtime and return to their play.
- Parents describe the childminder's home as an idyllic, blissful space, where children thrive in a rhythmical and familiar routine. They say they feel privileged to have the kind, nurturing and reliable childminder in their lives. They value the support the childminder provides to both them and their children.
- The childminder proactively completes additional training to update her knowledge and skills. She works collaboratively with other settings to support children's transitions to the next stage of their education. She maintains close links with her local authority and shares health and safeguarding updates with parents. This includes information about promoting children's oral health and how to protect children online.

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:

- enhance opportunities for children to develop and practise their mathematical skills during routines and child-initiated play.

Setting details

Unique reference number	EY305859
Local authority	Herefordshire
Inspection number	10394506
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 8
Total number of places	6
Number of children on roll	18
Date of previous inspection	10 September 2019

Information about this early years setting

The childminder registered in 2005 and lives near Ross-on-Wye. She operates during school term time from 8.30am to 3.30pm, Monday to Thursday and 8.30am to 1.30pm on Fridays. She also provides school holiday care for children up to eight years old when needed. The childminder holds an appropriate qualification at level 3. She follows the ethos of Steiner Waldorf approach and has close links with a local Steiner school. The childminder provides funded early education for one-, two-, three- and four-year-old children.

Information about this inspection

Inspector

Sharon Wilcox

Inspection activities

- 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 childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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