

Childminder report

Inspection date:

6 December 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled. They are confident and enthusiastic learners. Children independently access a good range of toys to support their play. They show high levels of engagement and play cooperatively together. Children use their imagination to build a storyline into their play. They enthusiastically dress up in costumes and pretend to be superheroes. Older children are kind and caring to younger children. They encourage them to join their play and support them to dress up in a ballerina's skirt.

Young children display high levels of concentration. They operate simple technology toys. Children are beginning to recognise that when they push the buttons on toys, they light up or make noise. This supports children's understanding of cause and effect. Young children demonstrate problem-solving skills. They practise opening and closing locks mounted on a board. Children learn about their own celebrations through craft activities. For example, they make a Christmas card to take home. Children develop good hand-to-eye coordination by making patterns with small, shiny pieces of paper before attempting to stick them onto the card.

Due to the COVID-19 pandemic, the childminder has changed some aspects of her practice. She no longer invites parents into her home at drop off and collection times. The childminder greets them at the door. She engages in conversations with them about their children's day.

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

- The childminder has improved her practice and addressed the weaknesses identified at her last inspection effectively. She has a good knowledge of how children learn and develop. The childminder knows children well. She makes regular observations of what children know and can do. The childminder uses this information to plan an interesting curriculum around children's individual interests and next steps in learning. Children make good progress.
- The childminder is keen to continue with her professional development and enhance her knowledge and skills. She knows what she does well and identifies areas she would like to improve. The childminder has a clear vision to provide high-quality care and education.
- Children are developing early literacy skills. They access a range of books, and resources to make marks. The childminder sits alongside children while they draw pictures together. Children excitedly join in when the childminder enthusiastically sings songs and rhymes.
- The childminder introduces some simple mathematical concepts in her teaching. She describes children's shopping baskets as 'full' while children pretend to play

shops. The childminder does not always teach children a wide range of challenging mathematical concepts during their play. For example, she does not support older children to extend their knowledge of numbers and their value and the quantity they represent. This does not help children to acquire new mathematical vocabulary rapidly.

- The childminder has high expectations for children's behaviour. She has house rules, which she shares with children and parents. Children behave well and display good manners. The childminder gently reminds them to say 'please' and 'thank you' throughout the day.
- Children develop a good understanding of a healthy lifestyle. They have daily opportunities for fresh air and exercise. The childminder provides children with healthy snacks. Children follow good hygiene routines, such as washing their hands before eating.
- The childminder follows children's sleep routines from home. This helps to promote continuity in children's care. Young children receive lots of cuddles from the childminder while they fall asleep in her arms. This helps them to feel relaxed and emotionally secure.
- The childminder provides children with some opportunities to learn about backgrounds and cultures different to their own. She takes the children out into the community, such as to playgroups. This helps children to develop good social skills through engaging with other children. However, the childminder does not consistently build on children's knowledge to enhance their understanding of diversity and the wider world.
- The childminder has good relationships with parents. She keeps them well informed about their children's progress. Parents speak highly of the childminder. They comment on the progress their children make and the wide range of activities that the childminder provides.
- Partnerships with professionals from other settings children attend are effective. The childminder shares information with them in a range of ways to help offer a consistent and complimentary approach to children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility to keep children safe from harm. She checks her home each day to help ensure the premises are safe. The childminder attends regular child protection training to help keep her safeguarding knowledge up to date. She recognises the signs that indicate a child may be at risk of harm and knows how to report concerns about children's welfare. The childminder supports children to learn how to keep themselves safe. For example, she talks to them about road safety when they go out for walks into their community.

What does the setting need to do to improve?

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

- enhance the teaching of mathematics for older children to further extend their knowledge of mathematical concepts and vocabulary
- strengthen the curriculum to help children to develop an even better understanding of diversity and the wider world.

Setting details

Unique reference number	EY306360
Local authority	Worcestershire
Inspection number	10144722
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	20 January 2020

Information about this early years setting

The childminder registered in 2005 and lives in Bromsgrove, Worcestershire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Tina Smith

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 her evaluation of the provider.
- The inspector and the childminder completed a learning walk together to discuss activities and intentions for children's learning.
- The inspector and the childminder discussed and evaluated a learning activity together.
- The inspector took account of views of parents through discussion and documentation.
- The inspector looked at required documentation, including evidence of the suitability of the childminder and members of the household.

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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