

Childminder report

Inspection date: 9 September 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

The childminder provides a nurturing environment for children so that they feel happy and settled in her care. She ensures that the environment is safe and secure. As a result, children form a strong bond with the childminder.

The childminder provides a curriculum which takes into account children's starting points and next steps, and helps to prepare them for transition to school. She provides a range of activities and extends them as appropriate to help all children make progress. Children are taught core skills, such as mark making, from the earliest possible age. Babies explore paint, and toddlers are taught to hold a pencil and use age-appropriate scissors. The curriculum is also planned around what children are doing at other settings they attend, which ensures continuity of learning.

Children are encouraged to make independent choices and explore their own ideas. The childminder gives them freedom to choose activities that interest them and to take the activities off in whatever direction they want. Children are confident to express their wishes and the childminder supports them to develop their social skills. As a result, children have a positive attitude to learning and are engaged in their play.

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

- The childminder plans a curriculum which focuses on children's next stages. She identifies these through observation, feedback from parents, and information about what the children are learning at other settings. She has improved her planning for the younger children since the last inspection by focusing more on how they learn from experiences and fun, rather than necessarily completing a prescribed activity.
- The childminder very much encourages children's independence. She gives them plenty of opportunities to make their own choices and explore their ideas. She follows their interests and extends learning through the activities they choose. She differentiates and extends activities to suit children's abilities and stages of development. For example, an activity involving sorting objects by colour is extended by the use of dice to introduce finding numbers of objects of a particular colour. The childminder gives children opportunities to practise skills and knowledge they have previously acquired to ensure learning is embedded.
- The childminder knows the children really well. She establishes their starting points when they join, and plans to meet their development needs through regular observations, including the two-year check, which she starts promptly when they turn two.
- Children's behaviour is good. They understand the routines of the childminder's

setting and even young children tidy up without being asked. Because the childminder listens and responds to their wishes, children engage well with their learning and persevere with activities.

- The childminder understands how to support children with special educational needs and/or disabilities. She knows about the avenues of professional support that are available and helps parents to access these.
- Children are generally supported well with their language development. The childminder models language at an appropriate level for children's ages and stage of development, and children are keen to express themselves. However, on occasion, the childminder does not consider ways to extend children's conversations and language development even further.
- Partnerships with parents and carers are well established. Parents report how well the childminder has cared for their children and brought them on in their development. They feel well informed about their children's learning and what they have achieved. The childminder thinks very carefully about how best to support the families who use her setting and makes adaptations to support specific needs. The childminder also works well with schools and other settings that children attend. For example, she receives newsletters and other information about what children are doing at the local nursery, so that she can coordinate her planning to continue their learning when they are with her.
- The childminder evaluates her practice effectively by reflecting on what has gone well or less well during the week. She keeps up to date with training and developments in childcare through a detailed training schedule and development plan.

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:

- consider ways to extend children's speech and language development even further.

Setting details

Unique reference number	EY355340
Local authority	Worcestershire
Inspection number	10337027
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 12
Total number of places	12
Number of children on roll	11
Date of previous inspection	16 November 2018

Information about this early years setting

The childminder registered in 2007 and lives in Tenbury Wells, Worcestershire. The childminder holds a relevant early years qualification at level 3. She works with her daughter as an assistant on an ad hoc basis during school holidays. The childminder operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education.

Information about this inspection

Inspector

James Norman

Inspection activities

- The inspector discussed the childminder's curriculum and how she plans to meets children's needs and next steps.
- The inspector observed the childminder working with children.
- The childminder and the inspector discussed an activity to see how the childminder evaluates her practice.
- The inspector explored safeguarding with the childminder.
- The inspector tracked a child to assess how well the childminder was meeting their needs.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector reviewed written feedback from parents.

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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