

Childminder report

Inspection date: 19 July 2022

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 have a positive and delightful relationship with the childminder. They listen to the childminder and follow instructions well. For example, when the childminder asks children to choose a story, they eagerly choose one and sit and listen to her reading. Children are inquisitive as visitors come to the home and they share a smile with them. Children proudly share their pictures they have created. They show motivation to learn as they splash and explore water. Children concentrate filling and emptying their cups.

Children learn about how to keep themselves healthy when they wash their hands after nappy changes or before having their lunch. The childminder promotes children to make their own choices. For instance, at lunchtime, children choose what sandwich they want. They use the tools successfully as they spread butter and sprinkle cheese on their bread. Children explore the environment with determination as they develop their physical skills. They pull themselves to stand and concentrate, using their fine-motor skills as they scoop sand into their cups. Children learn about the world around them through visits with the childminder to the library or the local farm park, where they learn about the animals and how to feed them.

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

- The childminder has a good understanding of what she wants children to learn. She ensures children have opportunities that cover all seven areas of learning. The childminder uses activities to build on children's communication and language skills. For instance, children learn new words, such as 'brave', when they read stories together. Children are active as they learn how to step over the doorstep independently, which helps to build on their gross-motor skills.
- The childminder carries out regular assessments of the children. This enables her to identify if they may be falling behind in their development. The childminder ensures she provides activities that specifically target areas of concern, to make sure children continue to make progress. For example, children who are showing delays in speech get support with building their understanding of words through sound activities.
- The childminder has continued to access training to build on her knowledge and continue to raise the quality in her provision. She discusses the impact of the most recent training and how this has enabled her to look at the improvements she can offer in her service. The childminder receives feedback from parents and uses this to reflect on how she shares information about the children who attend.
- Parents speak highly of the care provided by the childminder and how this makes them feel secure when leaving their child. The childminder shares regular

updates with parents about what the children have been learning. She shares ideas for activities at home, and she also included activity packs during lockdown. This ensures children can continue their learning at home.

- The childminder has a good understanding of how to support children when they transition to school. Children learn about their emotions and how these may make them feel. This helps to build on children's resilience. The childminder communicates with staff at other settings and school about children's progress. She provides updates of what she is working on with children to ensure they have a rounded approach to their learning.
- Children show determination as they fill their watering cans to water the plants they have planted. The childminder talks to the children to support them to understand the parts of the flower they can see. However, there are times when she does not fully extend children's learning to help to build on their knowledge further.
- Children become intrigued as they search for pictures in the sand. They correctly guess the picture on the card they have found. The childminder reinforces their understanding of the correct formation of words. However, on occasions, she does not plan activities to ensure all children can fully benefit from the experiences. This results in children becoming slightly disengaged.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good clear understanding of the possible signs and symptoms that a child may be at risk of harm. She is vigilant in her practice and ensures she is fully aware of online safety. The childminder supports older children who attend to understand the possible dangers. She carries out risk assessments in the home and garden to ensure children are safe. The childminder assures children's safety in warmer weather by placing activities in shaded areas. She reminds children that it is important to keep drinking when the weather is warm so they stay hydrated.

What does the setting need to do to improve?

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

- develop further teaching techniques to build on what children already know
- enhance planning of activities to enable all children to gain the most out of the experiences available to them.

Setting details

Unique reference number	EY356617
Local authority	Worcestershire
Inspection number	10073933
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 13
Total number of places	6
Number of children on roll	10
Date of previous inspection	10 June 2016

Information about this early years setting

The childminder registered in 2007 and lives in Bromsgrove, Worcestershire. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate 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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out an observation during an activity and discussed the intent of the activity with the childminder.

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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