

Childminder report

Inspection date: 1 June 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 are very happy and settled. They display a strong sense of belonging and clearly enjoy the time they spend in the childminder's care. Children independently access a wide range of interesting toys and resources. They are eager to play and motivated to learn. Young children develop good hand-to-eye coordination. They carefully add shiny stickers to pieces of paper. Children display high levels of concentration as they explore the texture of paint. They proudly paint a picture of the Queen. Children correctly identify the colours blue and yellow. The childminder supports young children's emerging speech well. She sensitively corrects them when they mispronounce a word.

Children develop dexterity as they competently use a selection of tools to cut and make shapes from dough. The childminder offers children lots of praise and encouragement for their achievements. This effectively supports their emotional well-being.

Children develop early literacy skills. They independently look at books and listen to familiar stories read by the childminder. She uses expressive voices, which make young children giggle. Children are keen to join in with songs and rhymes. They carefully place small puppets onto their fingers. Children wriggle their fingers to make the puppets move to the rhythm in songs.

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

- The experienced childminder is caring and kind. She provides children with a warm and well-organised learning environment. The childminder offers tailor-made settling-in sessions to meet the needs of children and their families. She invites parents into her home to stay and play, and meet her family. This helps children to become familiar with their surroundings and promotes a positive relationship with the childminder from the start.
- The childminder has a good understanding of how children learn and develop. She plans a broad curriculum around children's interests. The childminder makes regular observations of what children know and can do, and uses this information to plan what they need to learn next. Children make good progress.
- Care practices are good. Children develop positive attitudes towards healthy lifestyles. The childminder has a healthy eating policy, which she shares with parents. She offers nutritious snacks and supports parents to provide healthy options in their child's lunch box.
- The childminder is a positive role model. She gives children clear explanations to support their understanding of good behaviour. Children are respectful and considerate of each other. They learn to share and take turns. The childminder gently reminds children to wait their turn to feel the textures in a book.

However, the childminder is yet to provide children with a wide enough range of opportunities to help them develop the vocabulary they need to be able to express their feelings in a meaningful way.

- The childminder supports children's physical development well. Children have daily opportunities for fresh air and exercise. Children have fun as they sing and dance along to familiar action songs. They enthusiastically move their arms and legs in and out. The childminder regularly takes children out to visit places of interest within their community. They attend groups where they play with other children. This supports children's confidence in new social situations.
- The childminder forms strong relationships with parents from the start. She shares information with them in a range of ways. The childminder speaks to them at the beginning and end of the day about their child's care needs and achievements. She uses digital messages to send them updates during the day. The childminder effectively supports parents to continue children's learning at home. For example, she suggests books to read and songs to sing at home.
- The childminder strives to deliver high-quality care and education to all children. She is reflective of her practice, and knows what she does well and areas she would like to improve. The childminder often meets with other childminders to discuss best practice and changes to legislation. Although the childminder attends mandatory training to keep her knowledge and skills up to date, she is yet to target professional development opportunities to raise the quality of her teaching to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of safeguarding practice. She demonstrates a good awareness of the indicators to be alert to and understands the procedure to follow if she is concerned about a child in her care. The childminder attends regular training to keep her knowledge up to date. She shares her safeguarding policy with parents, so they understand her responsibilities too. The childminder completes daily safety checks on all areas of her home and garden to ensure children play and learn in a safe environment. Suitability checks are in place for the adults living in the family home.

What does the setting need to do to improve?

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

- strengthen opportunities to teach children the language of feelings to help them to manage their emotions
- build on professional development to increase knowledge and raise the quality of teaching to an even higher level.

Setting details

Unique reference number	EY362274
Local authority	Worcestershire
Inspection number	10074009
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	14 July 2016

Information about this early years setting

The childminder registered in 2007 and lives in Lyppard Hanford, Worcester. She operates all year round from 8am until 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

Tina Smith

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the setting.
- The inspector and childminder completed a learning walk together to discuss activities and intentions for children's learning.
- The inspector and childminder discussed and evaluated learning activities together.
- 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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