

Childminder report

Inspection date: 24 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 welcoming and homely environment where children are happy and enjoy attending this friendly setting. She knows her children and families well and forms warm relationships with them. The childminder sets high expectations for children's behaviour. She establishes clear boundaries and routines, which children follow and respond to positively. Young children play harmoniously alongside their friends and have learned to share and take turns during independent play.

The childminder supports children to learn new skills. She offers children encouragement as they try new experiences or when they need her reassurance. For example, children giggle with excitement when the childminder smiles and tickles their toes as she encourages them to persevere with putting their own socks on. They beam with delight as the childminder offers them praise for having a go. All children feel happy and confident to learn new skills.

The childminder plans learning opportunities that cater for children's emerging interests and promotes a sense of awe and wonder in the world around them. For example, during investigations, the childminder helps children learn about shadows and they observe how light appears to move. She introduces new words such as 'darkness' and 'light' that help to develop children's language skills.

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

- The childminder reflects on her practice and identifies some areas for teaching and learning to be further developed. She completes mandatory training to keep children safe. However, she has not recently focused her professional development opportunities to extend her knowledge and teaching skills to the highest level.
- The childminder considers how children learn physical skills, such as progressing from sitting to standing and walking to running. She plans a wide range of opportunities to support and challenge each child's physical development. For example, children balance along logs at a local woodland. They use tools to help make pizzas and run freely in the garden. Children enjoy these physical challenges.
- The childminder plans for children to recap on their learning. She uses the phrase, 'Do you remember when?' to help children recall what they already know and can do. However, during some adult-led activities, the childminder overly directs children's learning and does not always adapt her teaching to fully support them to further develop their knowledge and understanding.
- The childminder uses stories, songs and rhymes to develop children's language skills. Babies and children gather round for her story time. They are captivated

by her engaging storytelling. The childminder uses actions to help children repeat key phrases and to try to guess what will happen next. The children enjoy listening to well known and new stories, which supports their learning of new vocabulary.

- The childminder plans wide and varied learning experiences. This includes planning plenty of opportunities to play and learn outdoors. For example, the childminder helps children to develop their understanding of shapes when they print with objects they have collected on a nature walk. They learn to colour mix and make artwork inspired by their walks and share new knowledge of the changing seasons. Children benefit from learning across all areas of the early years framework.
- The childminder undertakes assessments of children's development. She uses this information well to plan for each child's learning. She identifies when children are not making progress and works with professionals to share information. This helps her to provide the support children need at the right time.
- The childminder has high expectations for children's behaviour and attitudes. She models respect and kindness to all children, listens attentively and values what they say. Older children check on younger children when they become upset and offer them a cuddle. Children learn to show kindness and empathy towards their friends.
- Parents speak very highly of the childminder and the care their children receive. Parents comment on how supportive the childminder is, and they enjoy seeing photos of experiences the children receive. The childminder keeps parents well informed of their child's progress through daily conversations and sharing assessments through an online app.

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 further training to update and extend knowledge and teaching skills to the highest level
- adapt teaching during adult-led activities to enable children to further develop their knowledge and understanding in their learning.

Setting details

Unique reference number	EY372508
Local authority	Worcestershire
Inspection number	10362312
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	0 to 3
Total number of places	3
Number of children on roll	5
Date of previous inspection	14 February 2019

Information about this early years setting

The childminder registered in 2008 and lives in Honeybourne, near Evesham. She operates for 48 weeks of the year, from 8am to 4pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded care and early education for children and receives specific funding for disadvantaged children.

Information about this inspection

Inspector
Victoria Laird

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The parents shared their views on the childminder's setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.

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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