

Childminder report

Inspection date: 9 May 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome as they arrive at the childminder's home, which helps them to settle. They arrive eager to learn and quickly engage in the activities that the childminder provides. The childminder and her assistant sing songs with children to help younger children to use language. Children use musical instruments as they sing, to develop their creative skills. The childminder and her assistant extend learning for older children as they help them to subtract numbers and count down from five as they sing a song about frogs.

Children develop a secure understanding about how to keep themselves safe. The childminder talks to children about road safety as they walk to the local park. As they cross a bridge over a stream, the childminder takes the opportunity to talk to children about the importance of staying safe near water.

The childminder is knowledgeable about children's development. She uses this knowledge to plan experiences for children to build on their learning. Children show high levels of concentration as they search through puzzle pieces to select the correct pieces to complete a jigsaw. They know that the ones marked with a triangle or square fit together. The childminder helps children to understand the differences between the shapes, such as how many sides they have.

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

- Since the last inspection, the childminder has made significant improvements to the overall quality of provision. She demonstrates a commitment towards providing children with quality learning and development experiences. The childminder has completed a broad range of training and accessed various professional development opportunities to increase her knowledge of how children learn.
- The childminder has devised a well-sequenced curriculum which is unique to the local area. She is passionate about children learning through experiences in the world around them. Children benefit from learning about different cultures to help them understand differences in their community. This prepares children well for the next stage in their learning.
- The childminder knows children very well. She completes regular assessments of children's development, including progress checks for children aged between two and three years, and identifies what children need to learn next. The childminder skilfully plans experiences that interest children and help them to make progress in their learning and development.
- Children's language skills are exceptionally well supported to help them become fluent communicators. The childminder continuously interacts with children. She helps them to recall past experiences and frequently models vocabulary to

children. The childminder takes time to explain the concepts of new words. Children show that they understand the meaning of new words as they shout 'echo' while walking through a tunnel.

- The childminder and her assistant help children to learn about how to stay safe and regulate their behaviours. They take time to listen to children so that they can understand the reasons for their actions. The childminder clearly explains to children her expectations for their behaviour and children show respect towards her. However, sometimes, the transitions between activities take a long time. This causes children to become distracted from their learning.
- The childminder promotes effective partnership working with parents and other professionals to provide continuity in children's care and learning. She shares information with parents about her assessments of children's learning and activities that children have enjoyed. The childminder also communicates with other settings that children attend and shares information about their development.
- The childminder and her assistant develop secure relationships with children, which helps them to feel secure. They are kind and attentive to children and recognise when they may need extra support. However, on occasions, they intervene too soon when younger children are exploring the environment by picking them up. This means that babies do not consistently have enough opportunities to practise their physical skills.
- The childminder has a strong regard for children's good health. Children enjoy helping to clean tables before mealtimes and know when they need to wash their hands. They make choices about the foods they eat. The childminder frequently reinforces messages to children about the importance of choosing healthy foods. Children enjoy regular fresh air and exercise as they practise throwing and catching balls and chasing bubbles in the outdoor environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she and her assistants complete regular safeguarding training to keep their knowledge up to date. They know how to identify signs that could indicate a child is at risk of harm. The childminder and her assistant know the procedures to follow to report any concerns about children to the local safeguarding partners. They have a secure understanding of what to do if they have concerns about the conduct of somebody working with children. The childminder uses risk assessment continuously to keep children safe. She understands the procedures to follow if she employs a new assistant to assess their suitability to work with children.

What does the setting need to do to improve?

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

- develop a deeper understanding of how to consistently support the learning and development of babies and younger children, particularly their physical skills
- review the organisation of routines to help children maintain the most positive attitude towards their learning, particularly during transitions between activities.

Setting details

Unique reference number	EY374918
Local authority	Worcestershire
Inspection number	10218113
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 13
Total number of places	18
Number of children on roll	36
Date of previous inspection	2 December 2021

Information about this early years setting

The childminder registered in 2008 and lives in Droitwich Spa, Worcestershire. She operates all year round from 7am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder works with two assistants. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lisa Bennett

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector had a learning walk to gather information about how the provision and curriculum are organised.
- The childminder and the inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- The inspector observed the quality of teaching, indoors and outdoors, and assessed the impact of this on children's learning.
- The inspector held discussions with the childminder and looked at relevant documentation and evidence of suitability.

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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