

Childminder report

Inspection date: 8 July 2025

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm, nurturing environment, and children confidently explore the home. Children seek comfort when needed from the childminder, demonstrating strong attachments. This shows children feel safe and secure. The childminder promotes positive behaviour through a consistent approach. She supports children to manage their own conflicts, and they begin to show empathy and kindness towards others. As a result, children demonstrate respectful attitudes towards their peers.

The childminder builds on children's interests and supports them to close gaps in their learning. For example, when children find a ladybird, she plans further activities, such as nature walks to explore minibeasts. This deepens children's curiosity about the world. Children benefit from a language-rich environment and show enjoyment in their learning.

Children develop a positive understanding of healthy lifestyles. They participate in themed movement sessions. For example, children move their bodies to develop their core muscles, such as slithering like a snail. Children giggle in delight as they demonstrate these movements with their peers. The childminder promotes imagination and cooperative play through purposeful activities. For instance, children role play as emergency workers, responding to pretend scenarios, supporting their understanding of the wider community.

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

- The childminder engages in professional development opportunities to enhance her knowledge and understanding. She reflects on her practice and identifies areas for improvement to ensure she meets the individual needs of all children in her care. The childminder takes prompt and appropriate action when concerns about children's development arise. She implements targeted strategies to ensure all children make progress in their learning.
- Partnerships with parents are strong. The childminder fosters open and effective communication, which helps to build trusting relationships. Parents speak positively about the care and support their children receive. The childminder shares regular updates on children's progress, including their next steps in learning. She actively encourages a two-way flow of information and shares ideas to support learning at home. This helps parents to feel involved and well informed about their child's learning and achievements.
- The childminder encourages children to join in group activities to explore the world around them. For example, during an activity, children confidently match pretend insects to pictures and share what they know. The childminder uses open-ended questions to assess their understanding and promote conversation.

However, when children incorrectly match these, she does not always correct their misconceptions or clearly explain the differences. This means some opportunities to deepen children's knowledge and introduce accurate terminology are often missed. This limits their ability to build secure and accurate knowledge and understanding.

- The childminder supports children well as they prepare for transitions on to the next stage of their learning. She shares relevant information with other settings and supports the skills children require to transition confidently. The childminder promotes children's independence, such as self-feeding and dressing themselves. She establishes consistent routines, such as tidying up, which helps children to take pride in and learn respect for their environment.
- Children follow consistent handwashing routines. For instance, children wash their hands after using the toilet and having their nappy changed and before mealtimes. The childminder explains the importance of this to further embed their understanding of good hygiene practices and support children's personal development to help them build essential self-care skills.
- The childminder plans activities around children's interests, and she supports most children well in their learning. For example, during adult-led activities, older children develop their mathematical understanding by counting and comparing sizes. However, the childminder does not always consider how to adapt these activities to meet the needs of younger children. This means younger children are not always fully engaged in their learning and, at times, lose interest.
- Children develop their communication and language through positive, everyday interactions with the childminder. They engage in meaningful conversations. The childminder introduces new vocabulary during play, such as 'sturdy' as children build with blocks. Children show a keen interest in familiar stories, listening attentively and waiting with anticipation for what will happen next. These experiences help to foster a love of books and reading from an early age.

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:

- develop teaching techniques to consistently challenge misconceptions and support children's use of correct terminology, in order to deepen their knowledge and understanding
- review and improve how activities are adapted to support younger children's engagement and involvement to enable them to make even better progress.

Setting details

Unique reference number	EY379072
Local authority	Worcestershire
Inspection number	10408755
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	4
Date of previous inspection	4 November 2021

Information about this early years setting

The childminder registered in 2008 and lives in Stoke Prior, Worcestershire. She operates from 8am to 4pm, Monday to Friday. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Katherine Wilson

Inspection activities

- The inspector discussed with the childminder the intent of the curriculum and the impact on children's learning.
- The inspector took account of parents' views.
- The childminder provided the inspector with a sample of key documentation.
- The inspector observed the interactions between the childminder and children.
- The inspector and childminder observed an activity and discussed the impact of learning.
- The inspector observed the quality of education being provided and assessed the impact that this has on children's learning.

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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