

Childminder report

Inspection date: 20 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children have lots of fun and enjoy their time in the childminder's home. They form close bonds with the childminder, who is nurturing and sensitive to their individual needs. Children demonstrate that they feel safe and secure in her care.

Children begin to use their imaginations well in their play. For example, they push their shopping trolleys and collect a range of fruit and vegetables from low-level shelves. Older children say, 'That will be one pound please,' as they intently use the cash register and scanning equipment while they act out going shopping. Children enjoy a broad range of varied experiences and outings. This helps them to gain knowledge about their local community and different people. Children demonstrate a natural curiosity for the world around them and positive attitudes towards their learning.

The childminder has high expectations of what children can achieve over time. All children make good progress from their starting points in development. The childminder is a positive role model. She encourages children to be kind and respectful towards each other. Children respond positively and behave very well for their age.

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

- The childminder provides children with a curriculum which follows their interests, and she adapts her teaching in response. For example, when children find small plastic sea-life animals and confidently try to name each one. The childminder extends this interest by offering ice and water to create an arctic environment for the children to explore. However, the childminder does not always ensure her outdoor environment fully supports children's learning in all educational programmes, to ensure there is a broader curriculum outdoors.
- The childminder completes regular assessments of children's development, including detailed progress checks for children aged between two and three years, and identifies what children need to learn next. She knows what she wants children to learn and focuses activities on the development of these skills. The childminder communicates with parents and staff at other settings that children attend, to establish a consistent approach to managing issues, such as the development of language or toilet training.
- The childminder teaches children about emotions. For example, children find their photo and place it underneath different facial expressions. They choose the 'happy' face and copy the smiling expression. Children learn how to describe their emotions and identify how others might feel.
- Children have many opportunities to access books in the childminder's home. They enjoy looking at books independently and together with the childminder

and their friends. Children intently listen to the childminder as she animatedly brings stories to life using props and puppets. However, when sharing books with children, the childminder does not always question them to check their understanding, or she is too quick to answer her own questions. This means that children do not always have time to think and answer for themselves.

- The childminder encourages children to lead a healthy lifestyle. She provides them with healthy snacks and access to water throughout the day. Children benefit from regular trips to local parks and nature areas with the childminder. She teaches children important independence skills in preparation for school. For instance, children learn to manage their own shoes and clothes, and independently wash their hands.
- The childminder provides flexible induction sessions for new children, finding out about their routines, interests, and abilities before they start. The childminder's caring approach ensures that children settle in extremely well.
- Parents are highly complimentary about the care their children receive at the childminder's. They state how well their children have developed and that they 'love spending time' with the childminder. They appreciate the daily information they receive about their children's experiences and care.
- The childminder is reflective, and evaluates her setting well, she identifies what she would like to focus on next. The childminder completes mandatory training and is continuing to access additional training to strengthen her existing knowledge and skills. For example, she has visited another setting to support her knowledge of diverse ways to implement the curriculum for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed training that helps her to recognise signs and symptoms of child abuse. She can identify indicators of radicalisation, county lines and female genital mutilation, and she knows who to contact if she has a concern about a child in her care. The childminder completes daily checks on her environment to minimise hazards. She supervises children closely but allows them opportunities to assess and manage their own risk. For instance, children excitedly chase each other around the garden, yet know that they need to take care when they go up and down the steps.

What does the setting need to do to improve?

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

- allow more time for children to process and respond to questions asked, to fully support their language development
- implement plans to develop the outdoor learning environment to further build on what children already know and can do, to enhance their learning.

Setting details

Unique reference number	EY380519
Local authority	Worcestershire
Inspection number	10116147
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	2 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	11 June 2015

Information about this early years setting

The childminder registered in 2008 and lives in Rubery, Worcestershire. She operates all year round from 7am to 6pm, Monday to Thursday, except bank holidays and family holidays.

Information about this inspection

Inspector
Beverley Devlin

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 shared a sample of documents with the inspector. This included evidence about training and the suitability of those living on the premises.
- The childminder and the inspector completed a learning walk of all the areas of the setting and discussed the childminder's curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- A joint observation of a story telling activity was completed by the inspector and the childminder.
- The inspector took account of the views of parents from written feedback provided.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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