

Childminder report

Inspection date: 29 August 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 uses humour and her fun nature to help children engage, even if they initially do not want to join in. She is calm, caring and strives to achieve a home-from-home play environment. This helps children to relax and feel at ease in her home. Children enjoy their time with the childminder. They form positive relationships with her. The childminder considers how to effectively organise resources to help all children make choices and further support their play. For example, she positions delicate resources at a higher level so older children can access them and return them when they have finished playing. The childminder praises children for showing care and tells them she trusts them to be responsible.

The childminder models kind and caring behaviours. Children copy her manners during mealtimes. They say 'thank you' and ask their friends if they need help. The childminder calmly explains ways children can resolve conflict, such as helping them to listen to one another when they choose the same resource. This supports them to learn how to share and take turns. The childminder helps children to discover new knowledge and make predictions, which later leads to shared investigations. The childminder recognises that children have an interest in animals and extends this through a trip to the local animal park. She talks to the children about the camels and asks how many humps female and male camels have. This develops children's knowledge and helps them to be fascinated by the world around them.

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

- The childminder is enthusiastic and experienced. She regularly reviews and reflects on her practice. The childminder consults with other professionals, such as nurses and health visitors, to focus her training and develop her practice. Since the previous inspection, she has completed several professional qualifications to help her gain further knowledge and skills in specific areas, such as mathematics.
- Overall, the childminder plans activities which take account of children's next steps. For example, she helps older children to practise using correct speech sounds. However, on occasion, she does not fully consider the needs of the youngest children when she plans her activities. This means that teaching is not consistently matched to children's individual stage of development and learning needs, to enable them to make the best possible progress.
- Promoting children's health and well-being is a prime focus for the childminder. The childminder supports children to make healthy choices at meal and snack times. She works with parents to support children's dental needs. For example, children have visited the dentist with the childminder to ensure they attend appointments. She uses these experiences to share ways children can develop

good oral health practices.

- The childminder provides a broad curriculum that is based around the things children enjoy, know and can already do. This keeps children interested and motivated to learn. For example, she uses children's interests in caterpillars to plan a range of activities which support them to learn about the life cycle of the butterfly.
- The childminder teaches children to recognise feelings and offers them opportunities to learn about the feelings of others. For example, she uses words and pictures to help children identify their emotions and to manage their feelings and behaviours.
- The childminder supports children's physical development, and she provides younger children with opportunities and resources to help them transition to the next physical milestone. The childminder plans activities to encourage children to pull themselves to standing. Children show enthusiasm as they take part in glow parties, where they use their whole bodies as they dance to music. Children develop big muscles and small-muscle coordination skills.
- Parents speak highly of the childminder. They say she offers high-quality care and exciting activities, which their children talk about at home. For example, she plans educational days out, such as forest walks, park outings and regular trips to a local outdoor adventure park. Parents say their children look forward to going to the childminder's and are excited to describe their day.
- The childminder works effectively with parents. She shares information with parents each day, verbally and through an online portal. The childminder shares developmental reports, such as the progress check when children are aged between two and three years. She suggests ways that parents can continue to support their child's learning at home and signposts them to external support to provide extra help for children's learning.
- The childminder works hard in support of children with special educational needs and/or disabilities. She has been instrumental in ensuring that children receive additional support, such as through timely referrals and her persistence in offering interventions in a timely manner.

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:

- give further consideration to the learning needs of babies, so that activities are precisely matched to their individual stage of learning and development.

Setting details

Unique reference number	EY386974
Local authority	Worcestershire
Inspection number	10362311
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	14 February 2019

Information about this early years setting

The childminder registered in 2008 and lives in Evesham, Worcestershire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised early years qualification at level 3. She offers funded places for children aged from nine months to four years.

Information about this inspection

Inspector
Victoria Laird

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector spoke to children to find out about their time at the setting.
- 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 children.
- The childminder provided the inspector with a sample of key documentation on request.

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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