

# Childminder report

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Inspection date: 7 August 2023

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

Children are happy and settled in a caring and supportive environment. They benefit from a curriculum that is planned to meet their developmental milestones and helps them get ready for school. The childminder follows their interests and threads these into her themes for the week's activities. For example, children's interest in a skip lorry leads to activities around transport. The colour of the week is also reinforced through concepts such as the type of fruit at snack time. The childminder expands children's vocabulary through modelling of new words, and she skilfully encourages them to share what they know to ensure that learning is embedded. Activities and questioning are pitched at appropriate levels to meet the needs of children of different ages.

Children are encouraged and learn to form friendships from the earliest age. Younger children play happily alongside older ones and join in with each other's activities. For example, children are eager to help each other with washing ride-on cars at a 'car wash' station in the childminder's garden. They behave well because the childminder patiently encourages them to take turns, share and observe each other's personal safety.

Children are able to explore basic scientific and mathematical concepts, such as speed and trajectory, through resources like a ramp for toy vehicles. The childminder supports this by using appropriate vocabulary. Children have good opportunities to develop their physical skills through outdoor play.

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

- The childminder follows government guidance to help her plan her curriculum. She is mindful of what children need to learn at each stage of their development and in order to be ready to transition to school. She particularly focuses on their social skills, communication and language and personal development. As such, children follow a well-balanced curriculum, which also incorporates children's interests to help them engage in their learning.
- The childminder carefully adapts her teaching in order to meet the needs of children of different ages and stages of development. For example, skilful questioning for younger children is designed to encourage them to practise single words and short sentences, while older children are encouraged to respond with more complex ideas. At snack time, older children practise cutting fruit for the whole group. However, the organisation of this could be improved to ensure that the younger children are not made to wait too long, which causes them to become restless.
- The childminder supports children well with their personal development, such as holding pencils, mark making, and getting dressed. She works with parents to

help with potty training when children are ready. Children have lots of opportunities to run around and engage in physical play outdoors.

- The childminder has clear expectations for children's behaviour, and these are reinforced sensitively through reminders when needed. When children become distracted, they are gently encouraged to return to an activity or to try something else. As a result, children behave well and have a good attitude to learning. They know how to share and take turns, and they form close, supportive friendships.
- The childminder provides good support for children with special educational needs and/or disabilities. She gathers information from parents and other professionals and adapts her practice to meet the children's individual needs, supporting them to integrate in to her setting. Where appropriate, she seeks support from external professionals and services, such as speech and language therapists.
- Partnership with parents is good. Parents speak very warmly about the childminder and report that they are very happy with the care she provides. The childminder supplies them with information about what their child is learning and updates them on their progress, including through the statutory progress check for two-year olds. She is responsive to their requests to meet the individual needs of children.
- The childminder works well with other professionals and other settings children attend or are moving to. She exchanges information with them to help them support children or to ensure that children's learning is promoted effectively and consistently across settings.
- The childminder is able to reflect on her practice and is keen to develop her skills through undertaking a variety of training.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises and is alert to the signs that a child may be at risk of harm, and she knows what to do should she have any concerns. She also understands the process for reporting an allegation of harm made against herself or a household member. The childminder's indoor and outdoor environments are safe, and children are supervised appropriately as they move between them during play. Children are taught how to use equipment safely to avoid injury to themselves and others.

## What does the setting need to do to improve?

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

- review the organisation of snack time to ensure that young children do not wait too long and become restless.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | EY392611                                            |
| <b>Local authority</b>                             | Herefordshire                                       |
| <b>Inspection number</b>                           | 10295414                                            |
| <b>Type of provision</b>                           | Childminder                                         |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Childminder                                         |
| <b>Age range of children at time of inspection</b> | 1 to 3                                              |
| <b>Total number of places</b>                      | 6                                                   |
| <b>Number of children on roll</b>                  | 7                                                   |
| <b>Date of previous inspection</b>                 | 14 December 2017                                    |

## Information about this early years setting

The childminder registered in 2009 and lives in Hereford. She operates all year round, from 8am until 5.30pm, Monday, Tuesday, Thursday and Friday, except for bank holidays and family holidays. The childminder has an appropriate qualification at level 6. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

James Norman

### Inspection activities

- This was the first routine inspection the childminder 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 inspector observed the childminder's interactions with children during a variety of activities.
- The inspector spoke to the childminder about how she plans what she wants the children to learn.
- The childminder and the inspector discussed and evaluated an activity together.
- The inspector spoke to parents about the care the childminder provides to their children.
- The inspector discussed safeguarding with the childminder.
- The inspector tracked the experiences of children attending the setting.

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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