

Childminder report

Inspection date:

2 November 2021

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

Children thoroughly enjoy the routine and feel safe and secure as they know what is coming next. For example, they patiently wait to be seated in their highchairs at mealtimes and collect their dummies from their bags when it is time for sleep. Children behave well and follow instruction easily despite their young ages. For example, children know they should stand behind the gate as they wait to wash their hands individually. They have an extremely close relationship with the childminder and are confident and content.

The environment is set up daily with children's interests and developmental needs in mind. Consequently, children show sustained levels of interest in their chosen play and enjoy what is on offer. They enjoy group activities and play well together and independently. Activities provided help children build on what they have previously learned and are used well to reinforce learning. For example, children eagerly talk about the natural resources, such as feathers, leaves and pine cones, and various woodland animals and insects. The childminder skilfully helps children describe the texture of the resources, count and recall what they know about the animals. Children show a real fondness for books, which are incorporated well throughout the day and often linked to what is being taught. For example, children listen intently, repeat familiar words and phrases and eagerly talk about the pictures.

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

- The childminder daily observes children's play and learning and knows them extremely well. She effectively uses what she knows about children's interests, learning and next steps to provide a good range of activities to help them progress. The educational programme is centred on the natural world and she uses this as a good base to promote all areas of learning.
- Children benefit from good first-hand experiences to learn about the changing seasons. For example, children are fascinated as they learn about plants, growth, life cycles, insects and animals. The childminder skilfully uses these experiences to teach children about hibernation, symmetry, colour, number and counting.
- Promoting children's communication and language is a clear priority. Children are often inspired by what is provided and are keen to talk about what they see and are doing. The childminder places a strong focus on introducing new language and concepts as they play and asks questions to make them think.
- The childminder provides a rich range of opportunities for children to develop their literacy skills in relation to making marks, writing and using books. However, she does not have a deep understanding of how to help children recognise rhyming words and the initial sounds of words.

- The childminder is clearly motivated and keen to continuously develop the service she provides. She ensures all mandatory training is undertaken promptly and makes effective use of the local authority childminding cluster meetings to keep up to date. However, the childminder does not rigorously monitor the educational programmes to help identify areas for further development. For example, she does not provide with a rich range of opportunities for children to learn about communities beyond their own experiences.
- Partnerships with parents are strong. The childminder makes time to talk to parents daily on arrival and collection and also provides written daily dairies to keep them updated. Parents also receive detailed progress reports and suggestions on how they can support their children's learning at home. Parents are very complimentary about the progress their children make in their communication and language. They report they are impressed by the experiences on offer for children, in particular, how much they learn about the natural world.
- The childminder provides good opportunities for children to be outdoors in the fresh air and be physical. For example, children enjoy walking, climbing and have the freedom to jump in puddles and take controlled risks. In addition, she ensures babies have daily opportunities to safely learn how to crawl and walk to help extend their physical skills. She helps children learn about the benefits of eating a healthy diet, limiting sugar and the importance of cleaning their teeth.

Safeguarding

The arrangements for safeguarding are effective.

There are effective systems in place to ensure all adults in the household are vetted and suitable. The childminder has a secure understanding of what to do if she is concerned a child is suffering abuse and neglect. All the required records, policies and procedures are in place to ensure the safety and welfare of children. The childminder carries out daily checks to ensure the home and garden is safe and suitable prior to children arriving. There are effective procedures in place to keep children safe on outings and in the car. She places a strong focus on teaching children about safety. For example, children learn about road and fire safety and how to keep safe by water when they feed the ducks.

What does the setting need to do to improve?

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

- monitor more successfully the educational programmes to help identify further areas for development, such as increasing opportunities for children to learn about communities beyond their own experiences
- gain a deep understanding of how to help children recognise rhyming words and words with the same initial sound to further develop their literacy skills.

Setting details

Unique reference number	EY394527
Local authority	Worcestershire
Inspection number	10067041
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	24 September 2015

Information about this early years setting

The childminder lives in in Worcester. She operates 7am to 6pm, Monday to Thursday, term time only.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- This is the first inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector and the childminder completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector carried out a joint observation and held discussions with the childminder.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household.
- The inspector took into account the views of parents.

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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