

Childminder report

Inspection date: 23 January 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	Good
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What is it like to attend this early years setting?

The provision is good

The children love being in the childminder's home. They share a very close bond with her. The childminder prompts manners, and she is kind and gentle in her approach. She talks with warmth and encourages children to think and use their knowledge. She extends and challenges children's learning.

Children are very happy and settled. They flourish in this warm environment. The childminder gently implements rules and boundaries. She supports children to follow requests and instructions. As a result, children learn to negotiate and respect the childminder and their friends.

The childminder encourages a love of reading. Children excitedly choose books to take home to read at bedtime. Children independently reach for stories. They enjoy pressing the sound buttons and matching the pictures in a book about birds to the resources around the room. The childminder introduces new words, such as 'goldfinch', as they look at different species. She uses different tones and voices to add interest to the stories she tells. This encourages children to listen intently and ask questions. As a result, children are being well-prepared for their next stage in education.

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

- There is a broad and varied curriculum. There are lots of interesting activities and resources available for children to explore. The childminder can assess and identify children's next steps. However, it is not always clear how she is using the information she gathers from assessment to plan precisely for what children need to learn next. For example, the childminder responds to children's interests and plans what activity they will do next, but she does not fully consider how that activity is going to help close the gaps children might have.
- The childminder prioritises her own professional development. She engages in training that helps improve her own knowledge. She works closely with a group of other childminders and the local authority. This helps with the continuous improvement of the overall quality of her practice.
- The childminder always encourages children to be independent with tasks. Children learn to put on their own wellington boots and zip up their coats before they go outside. There are lots of opportunities for children to be physically active. They enjoy daily fresh air and exploring the garden. Children climb, slide and swing. The childminder encourages children to try new foods. They grow vegetables such as carrots and blackberries. Consequently, children learn vital new skills and make good progress across all areas of their learning.
- The childminder uses every opportunity to introduce numerical concepts and counting. They count the steps as they walk up the garden. They look at

different sizes and shapes as they build different structures with tubes and cones. The childminder asks open-ended questions to support children to think critically and talk about their ideas. Consequently, children use a range of mathematical language in their daily play.

- The childminder offers unique and graduated settling-in sessions. She meets families for the first time on a walk in the local area. They chat and share information. This then leads to a meeting in her home. Children become familiar with her in a relaxed environment. This helps her to get to know families well. As a result, parents and children feel safe and secure in her presence.
- Children enjoy lots of rich experiences. They go out regularly into the local community. The childminder carefully considers her environment and how she keeps children safe when in the home and on outings. She closely supervises them at all times. Children learn about road safety. They know to hold her hand and stay close to her. This helps children understand how to remain safe in the world around them.
- Parents are extremely happy with the care their children receive. They describe the childminder as 'a diamond, like gold dust'. Parents know what their children are working towards next. They are very happy with the experiences offered. They say their children have wonderful adventures. Parents describe their children as being part of the childminder's family. The secure and happy relationship between home and the childminder helps children to thrive.

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:

- use information gained from assessment to focus planning more precisely on what children need to learn next.

Setting details

Unique reference number	EY406487
Local authority	Worcestershire
Inspection number	10371509
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	9 April 2019

Information about this early years setting

The childminder registered in 2010 and lives in Kidderminster. She operates all year round, from 8am to 5pm, Monday to Thursday. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Katie Rudge

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- 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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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