

Childminder report

Inspection date: 10 May 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder has high expectations for all children. Children are happy and content. They develop strong bonds with the kind and nurturing childminder. Children make decisions about their learning. For example, they choose from a broad range of easily accessible resources that support their learning and development. Children persevere when learning new skills, such as when scooping water from one container to another.

Children learn to share, take turns and play cooperatively. They learn about healthy lifestyles and enjoy regular physical play. Children learn good hygiene routines from an early age, such as washing their hands before meals. Children learn to be independent and help to take off their coats and shoes and feed themselves at mealtimes. The childminder gives children plenty of praise and encouragement, which helps to boost their self-esteem and confidence.

Children acquire early numeracy skills. The childminder encourages children to count while they build small towers with blocks. They learn to recognise shapes and mathematical language in context, such as 'more'. Children develop an enjoyment of books and spend time looking at them independently. They develop a positive attitude to learning. Consequently, they make good progress from their starting points. They acquire the key skills they need for the next stage in their learning and eventual move on to school.

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

- The childminder carries out regular observations and accurate assessments of children's learning and development. She uses this information to provide activities and experiences which are based on children's next steps in learning.
- The childminder's curriculum has a strong focus on communication and language development. She models language well and routinely introduces new words while she plays alongside children to help to extend their vocabulary. However, the enthusiastic childminder does not always give children enough time to think about and answer her questions before she asks another question or answers for them. This means that children do not yet make excellent progress in this area.
- The childminder is well qualified, experienced and understands how to teach children. She skilfully weaves children's next steps into their play. For example, the childminder helps children to achieve their next step of recognising colours when they play with different-coloured toy cars.
- Children are provided with a range of opportunities to promote their curiosity and investigative skills. They maintain attention for prolonged periods. Children discover that they can see their reflection in mirrors and metal bowls and can

make various sounds when they drop different items into tin buckets. However, the childminder does not always develop children's emerging interests well enough while they play and explore.

- The childminder takes the children out in the community to support them to develop their skills further. For example, she meets with other childminders and uses local facilities, such as playgroups. This helps children to socialise and build on their confidence while they interact with a number of other children of differing ages.
- The childminder is a good role model for children. She shows respect for children, such as when she asks permission before wiping their nose. The childminder uses good manners, is kind and respectful. She has a calm approach and clearly explains to children how to share, using age-appropriate language. Consequently, children behave well.
- The childminder has an effective programme in place for her professional development. She makes good use of personal online research and training. The childminder has embarked on a course to help her to understand and support children's mental health. She meets with other childminders to exchange ideas and best practice.
- The childminder evaluates her provision. She values and seeks the views of parents and children to help her to make improvements to her provision. For example, the childminder has identified that some children prefer to learn outdoors. Therefore, she has made changes to her garden to ensure that she offers a broad range of activities and resources outdoors.
- Parents comment that they are extremely happy with the service the childminder provides. They say that their children are happy and make good progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows potential signs and symptoms that may indicate that a child is at risk of harm. She is very clear about the procedures to follow in the event of any concerns about a child in her care. The childminder supervises children well at all times. She knows what action to take in the event of an allegation against her or a member of her household. The childminder makes effective use of risk assessment to help to identify and remove potential hazards. This helps to ensure that she provides a safe environment for children to play in.

What does the setting need to do to improve?

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

- give children the time they need to think and respond to questions
- recognise and develop children's emerging interests during activities to help

them to make even better progress.

Setting details

Unique reference number	EY413742
Local authority	Worcestershire
Inspection number	10074544
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 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	28 April 2016

Information about this early years setting

The childminder registered in 2010 and lives in Redditch. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector
Karen Laycock

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector took part in a joint evaluation of children engaged in activities. They discussed the learning intention for children and assessed the quality of teaching and learning that they observed.
- The childminder spoke to the inspector, as part of the learning walk, about the childminder's intentions for children's learning.
- The inspector spoke to parents and children during the inspection and took account of their views.
- The inspector observed the quality of teaching and learning being provided and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation, including evidence of the suitability of those living or working with children on the premises.

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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