

Childminder report

Inspection date: 4 September 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

Children thoroughly enjoy their time at the childminder's welcoming and friendly setting. They feel relaxed and at home as they cuddle up together to read stories. The childminder knows children well and what they enjoy. She uses her knowledge of children's individual personalities to make them laugh and giggle. For example, as children go up and down on the see-saw, the childminder sings songs and children join in. Children laugh in anticipation as the childminder tickles their tummies, pretending to be a crocodile.

Children play harmoniously alongside their friends. The childminder supports each child to manage their behaviour as they play with the exciting toys and resources she provides in her home. She teaches children to identify how they are feeling. Children learn to regulate their emotions and interact calmly with one another. The childminder uses strategies to help children to behave well. For example, she models how to take turns, names the emotions children are feeling and explains how older children can be good role models.

Children make good progress, which prepares them well for their next stages in education. The childminder uses her knowledge of what each child needs to learn next to plan learning opportunities for children to practise and achieve their next steps in learning. For example, the childminder intentionally repeats single words as she plays with younger children. She says 'more' as they pour sand into different-sized containers. Later, children repeat the word 'more' to communicate their needs.

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

- The childminder helps children to know what they need to be healthy and happy. As children play in the garden and become hungry, they collect apples growing on a tree. The childminder helps them to check the apples are ripe and encourages children to wash them before they eat them. Children become independent and feel a sense of pride in meeting their own needs.
- The childminder helps children develop an enjoyment of listening to and sharing stories. She regularly takes children to visit the local library, where they select and choose books to read together. The childminder brings storytelling to life, such as by using character voices. Children enjoy this quiet time and learn to listen. They make predictions about what will happen next in the story.
- The childminder wants children to become positive members of the local community. She plans opportunities for children to visit special places, such as the cathedral, local parks and rivers. The childminder regularly takes children to visit a local residential care home, where children and the residents dance to music from different generations. Children enjoy these experiences, which

support them to feel a sense of community.

- The childminder understands the benefits of introducing small risks into children's play. She plans for children to think for themselves and to solve problems. When they visit a nearby woodland, the childminder encourages children to climb trees, jump from tree stumps and collect sticks. This helps children to understand and manage risks to keep them safe.
- The childminder knows what skills she wants children to master and plans opportunities for children to learn these. Children develop these skills through planned activities, play opportunities and experiences. For example, the childminder helps children to collect small objects with tweezers and count how many there are altogether. She corrects any mistakes and helps older children to match the total with the written numeral.
- The childminder listens to older children's questions as they play and explore. She responds in ways that support children's understanding of the world around them. For example, as children use brushes and water to clean toy animals, they ask if lions brush their teeth. The childminder uses questions to find out what they know about animals' needs. However, she does not always introduce new and ambitious vocabulary to extend children's understanding further.
- The childminder considers each child's age and stage of development and understands which behaviours are appropriate. She praises children in a way that the youngest children understand. The childminder repeats her praise to encourage children's good behaviour.

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:

- develop teaching by introducing ambitious and new vocabulary to extend older children's understanding further.

Setting details

Unique reference number	EY417789
Local authority	Worcestershire
Inspection number	10393445
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	12 September 2019

Information about this early years setting

The childminder registered in 2011 and lives in Worcester. She operates during term time, from 7am to 6pm, Monday to Friday, except for bank holidays. The childminder holds an appropriate qualification at level 3. She provides government-funded childcare.

Information about this inspection

Inspector

Victoria Laird

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on the children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on the children's learning.
- 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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