

Childminder report

Inspection date: 2 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are very happy and settled at this welcoming setting. They form secure relationships with the childminder and her assistants. Children are eager to play and motivated to learn. They display a strong sense of belonging and move freely around the childminder's well-organised home. Children are independent and take responsibility for their belongings. On arrival, they hang up their coats and bag on their named coat peg and place their lunch box on the table in the kitchen.

Children explore a wide range of good quality toys and resources, both indoors and outdoors. They use their imagination as they pretend to cook in the outdoor kitchen. Children enthusiastically use brushes and ribbons to make marks with water on the patio. This helps them to develop strength in the arms and shoulders, in readiness for early writing. Children's behaviour is outstanding. They develop early friendships and play exceedingly well together. Older children are kind and caring to young children. They gently demonstrate how to open the door to ride in wheeled toys. Children learn the importance of good hygiene practice. They wash their hands at regular intervals throughout the day. Children demonstrate excellent manners. They say 'please' and 'thank you' during their play.

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

- The childminder seeks a range of information from parents during settling-in sessions to help her plan for children's learning from the outset. She shares information with parents about children's care needs and progress in a range of ways. For example, she speaks with them at drop off and collection times and sends parents digital messages throughout the day.
- Parents are extremely happy with the care and education their children receive. They state that the childminder has great communication methods. Parents comments on the good facilities and the homely atmosphere.
- The experienced childminder and her assistants know the children in their care well. They plan an ambitious curriculum around children's current interests. The childminder makes regular assessments of what children know and can do. She uses this information to move children forward in their learning. Children make good progress.
- The childminder supports children's communication and language skills effectively. She engages them in thoughtful conversations throughout the day. The childminder introduces new words to extend their play. For example, she talks about animals' habitats and helps children to build them an enclosure. Although children are developing language to describe how they feel such as the words 'happy' and 'sad', the childminder is yet to plan a wide enough range of activities to teach children the language of feelings to further support them to manage their emotions.

- The childminder regularly takes children out to visit places of interest within their community. Children develop confidence in different social situations as they join the residents of the local care home to take part in singing activities. Although the childminder supports children to learn about some cultural celebrations, she is yet to provide them with a wide enough range of experiences to fully support their understanding of diversity in the world around them.
- The childminder supports children to develop a can-do attitude to learning. Young children display high levels of confidence as they attempt to climb and balance on small apparatus. The childminder sits alongside them to support their play. She suggests they hold her hand to help them balance, however, they continue to try for themselves until they succeed. The childminder offers young children lots of encouragement and a cuddle to celebrate their achievement.
- Children develop an enjoyment of books. They independently choose books and listen attentively to stories read aloud by the childminder and her assistant. The childminder and her assistant are enthusiastic. They use different tones and impersonate characters' voices to ignite children's interests and make them giggle and laugh. Children recall the story and are eager to tell their friends what happens next.
- The childminder strives to deliver high-quality care and education to all. She attends training to support her knowledge and skills and uses online resources to keep up to date with changes to legislation and best practice. The childminder shares this information with her assistants through daily discussions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly checks all areas of her home and garden to ensure that children play in a safe and secure environment. She has a secure knowledge of how to keep children safe from harm. The childminder and her assistants attend child protection and first-aid training to keep their knowledge and skills up to date. The childminder demonstrates a good awareness of the signs and symptoms of potential abuse and/or neglect. She knows the procedures to follow should she have a concern about a child's welfare. The childminder teaches children about road safety and stranger danger when she takes them out for walks in their community.

What does the setting need to do to improve?

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

- strengthen opportunities for children to learn the language of feelings to further support them to articulate and manage their emotions
- provide children with even more experiences to fully support their understanding of diversity in the world around them.

Setting details

Unique reference number	EY427115
Local authority	Worcestershire
Inspection number	10289582
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	18
Number of children on roll	13
Date of previous inspection	29 November 2017

Information about this early years setting

The childminder registered in 2011 and lives in Malvern. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for three- and four-year-old children. She works with two assistants.

Information about this inspection

Inspector
Tina Smith

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 this into account in her evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to the childminder's assistant at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working with the childminder.
- The inspector took account of the views of parents through documentation.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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