

Childminder report

Inspection date: 24 March 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

Children independently access a wide range of good-quality toys and resources indoors and outdoors. They are motivated to play and eager to learn. Children are happy and settled. They form strong relationships with the kind and caring childminder and clearly enjoy the time they spend in her care.

Children have fun as they explore textures, such as cornflour and water. They demonstrate good thinking skills and predict how much cornflour and water to add to their tray. Children strengthen the muscles in their arms as they mix and stir. Young children display high levels of concentration as they select different-sized containers to transfer the water from a bucket into their tray. Children excitedly use their fingers to make marks in the 'gloop'.

Children enjoy lots of cuddles with the childminder throughout the day, particularly if they are tired or shy around strangers. This helps children to feel relaxed and emotionally secure. Children use their imagination to build a storyline into their play. They pretend to go to the shops and talk about the items they will buy. Children develop an understanding of how to care for living things. They are eager to help the childminder feed the guinea pigs and their babies.

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

- The childminder tailors settling-in sessions to meet the needs of children and their families. She invites children and parents to stay and play, and supports them to get to know her and her family. This helps children to become familiar with their surroundings and build a relationship with the childminder from the start.
- The experienced childminder has a secure understanding of how children learn and develop. She provides a good balance of child-initiated and adult-led play activities to support children's learning. The childminder knows children well. She uses her knowledge of what children know and can do to plan a broad curriculum around children's individual interests and next steps in learning. Children make good progress.
- The childminder supports children's early literacy skills well. Children independently access a good range of books and mark-making resources. The childminder sits alongside children as they draw pictures. She enthusiastically reads stories to children and encourages them to join in with songs and rhymes.
- The childminder is a good role model. She has high expectations for children's behaviour. The childminder has house rules, which she shares with children and parents. Children learn good manners as the childminder offers them gentle reminders during their play, such as to say 'please' and 'thank you' throughout the day.

- The childminder has good relationships with parents and works with them to support children's learning at home. She shares information about their children's achievements in a range of ways. For example, through daily verbal feedback and digital messages. Parents comment positively about the childminder and her setting. They value her caring nature and the wide range of fun and stimulating activities she offers. However, the childminder has yet to establish effective relationships with other settings children attend to share information with them about children's learning to ensure consistency in their care and education.
- The childminder supports children to follow effective routines to support their good health. She provides them with healthy meals and snacks throughout the day. Children learn the importance of good hygiene and use individual flannels to wash and dry their hands before snack. However, on occasions, the childminder does not fully support children's growing independence as she completes tasks for them that they could do for themselves.
- Children have daily opportunities to be physically active and play outside in the childminder's spacious garden. They learn to manage risks safely as they confidently climb, bounce and balance on apparatus.
- The childminder strives to deliver high-quality care and education at all times. She knows what she does well and areas of her practice she would like to develop. The childminder meets regularly with other childminders to discuss best practice and any changes to legislation.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to safeguard children. She attends regular child protection training to keep her knowledge up to date. The childminder is aware of the signs that may indicate a child is at risk of harm. She demonstrates a good understanding of the procedures to follow should she have any concerns about a child's welfare. The childminder checks her home each day to ensure that children play in a safe environment. She supports children to learn how to keep themselves safe. For example, she explains that only one child at a time can play on the trampoline.

What does the setting need to do to improve?

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

- strengthen relationships with other professionals at other settings children attend to provide continuity in children's care and learning
- provide children with even more time to learn new skills and complete tasks for themselves.

Setting details

Unique reference number	EY438123
Local authority	Herefordshire
Inspection number	10066089
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	2 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 August 2015

Information about this early years setting

The childminder registered in 2012. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tina Smith

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the setting.
- The inspector and childminder completed a learning walk together to discuss activities and intentions for children's learning.
- The inspector and childminder discussed and evaluated a learning activity together.
- The inspector took account of views of parents through written documentation.
- The inspector looked at required documentation, including evidence of the suitability of the childminder and members of the household.

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

T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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