

Childminder report

Inspection date:

3 April 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children form secure relationships with the caring childminder and members of her family. They demonstrate that they feel safe and secure at this warm and welcoming setting. The childminder knows children and families well and plans a good range of play activities around their interests. Children are learning to keep themselves safe when out in the community. For example, when walking to the setting from school, the childminder gently reminds them to look and listen when they cross the roads to support their understanding of road safety. Children behave well. They understand the childminder's house rules and routines. On arrival, children take off their shoes and place their belongings in the designated area. They are independent and wash their hand before they sit at the table for their snack. The childminder supervises children well and reminds them to place the paper towel in the bin, when they have dried their hands.

Children move freely around the childminder's home to make independent choices about their play. They display high levels of concentration as they express their creativity. Children carefully create Easter pictures and announce, 'it's a rainbow bunny'. The childminder sits alongside children to support their play. They engage in meaningful conversations. For example, they talk about the resources they need to hang their picture up and discuss how many school days are left until the Easter holiday.

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

- The childminder operates a before- and after-school provision. Dependent on children and family's needs, she will provide care during the school holidays. The childminder ensures her home is suitable to care for children in the early years age range. She carries out daily checks on all areas of the environment to ensure that children play in a safe and secure space. The childminder makes sure that unauthorised visitors cannot access the premises because she keeps doors and gates locked when children are present.
- The childminder knows children well. She provides them with a good range of age-appropriate resources to support their play. The childminder plans daily activities around their interests. For example, at present children are eager to engage in craft activities. The childminder speaks to children each day to seek their ideas and facilitates resources to enable their play. She sits alongside children to demonstrate how to use clay. The childminder swiftly identifies if and when children need further resources to extend and enhance their play experiences.
- Relationships with parents are good. The childminder gathers a range of information from them when children first begin to attend to help her to meet

children's individual needs. She shares information with parents about children's time at the setting in a range of ways. For example, the childminder sends digital messages and speaks to parents at drop off and collection times. The childminder has some contact with school staff, when she drops off or collects children. However, the childminder does not seek enough information about children's time at school to offer a fully consistent and complementary approach to their care and learning.

- The childminder effectively supports children's good health and well-being. She provides children with healthy and nutritious snacks and ensures their dietary requirements are met. The childminder makes sure the food she serves is adequate but not too much to spoil their evening meal at home, with their family. Children enjoy a selection of fresh fruit and toast. The childminder encourages children to keep hydrated and reminds them to independently access their water bottles.
- The childminder ensures that children have daily opportunities to be physically active outside in the fresh air. In addition to playing in her garden, she takes them to the local park to play ball games and climb on large apparatus.
- The experienced childminder is keen to continue with her professional development. She attends online training around her interests and regularly meets with other childminders to discuss best practice and share information about changes to legislation.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY442743
Local authority	Worcestershire
Inspection number	10380896
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	5 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 June 2019

Information about this early years setting

The childminder registered in 2012. She lives close to Evesham, Worcestershire. The childminder operates before- and after-school provision. Sessions are from 7.30am to 8.30am and from 3pm to 6pm, Monday to Thursday all year round, except for bank holidays and family holidays. The childminder offers school holiday care.

Information about this inspection

Inspector

Tina Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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