

Childminder report

Inspection date: 22 February 2023

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 are happy and settled in the childminder's care. They move freely around the homely environment and make independent choices about their play. Children use their imagination. They pretend to cook and pour drinks for the childminder. Children display high levels of concentration. They use pegs to fasten cards onto a low-level 'clothes' line. This helps children to develop strength in their fingers and hand muscles in readiness for early writing. Children have fun as they make noises with musical instruments. The childminder sits alongside them. She supports children's understanding of words and introduces vocabulary, such as 'louder' and 'faster'. Children follow her instructions and excitedly bang the tambourine and click the castanets. Children sit comfortably as the childminder enthusiastically reads stories to them. She encourages children to recall familiar stories. The childminder asks them what can they see in the pictures. Children roar loudly and announce: 'it's a lion!'.

Children behave well. They know what is expected from them. Children help the childminder to tidy the toys away once they have finished playing with them. She offers children cuddles, encouragement and praise. This effectively supports their emotional well-being. The childminder is tuned into children's individual needs and quickly identifies if they are becoming tired or hungry. Children demonstrate good manners. For example, they say please and thank you throughout the day.

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

- The childminder's home is clean and organised. She tailors settling-in sessions to meet the individual needs of both children and their families. This helps children to be ready for the move from home to the setting when the time comes.
- The childminder knows the children in her care well. She provides them with an interesting curriculum around their current interests. The childminder makes regular assessments of what children know and can do to identify what they need to learn next. She shares this information with parents to keep them updated on their children's progress and to help them to continue learning at home. Parents are very happy with the service the childminder provides. They comment on the childminder's great communication and value the peace of mind she offers.
- The childminder strives to deliver high-quality care and education to all. She attends training to update her knowledge and skills. The childminder meets with other childminders to discuss best practice and any changes to legislation. Although the childminder knows what she does well, she is yet to establish effective ways to fully evaluate her provision to identify how she can further improve.
- The childminder knows what she wants children to learn from her planned

activities, for example how ice melts, and to identify coloured letters within ice cubes. However, the childminder does not always fully consider children's age and stage of development to ensure that the learning intention meets their individual learning needs.

- Hygiene practice is good. Older children are beginning to take responsibility for their self-care. They listen to the childminder as she explains how to effectively wash their hands. The childminder speaks to children in a kind and respectful manner. At nappy-changing time the childminder seeks young children's permission to change them. She is gentle in her approach. Children know the routines of the day. They sit with their friends at the table to eat their meals, and snuggle down in their own, individually-coloured bedding at sleep time.
- Children have fun as they play outside in the childminder's garden. They enjoy fresh air and exercise. Young children are confident to use the slide and balance on the see-saw. The childminder supports children to learn to care for living things. Children help to feed the childminder's pet chickens, and sometimes collect the eggs from the chicken coop. Young children listen attentively and excitedly imitate the sound made by the cockerel, which they have named 'Tina'.
- The childminder provides children with experiences to support them to be confident in social situations. She takes them out to meet with other childminders, visit the library and attend toddler groups. This helps children to become self-assured and to play with children who they are not familiar with.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe from harm. She carries out daily safety checks on all areas of her home and garden to ensure that children play in a safe space. The childminder supervises children well. She ensures that sleeping children are regularly checked so they are safe and well. The childminder attends child protection training to keep her knowledge and skills up to date. She knows the signs and symptoms of abuse or neglect to include the indicators of radicalisation or the exposure to extreme views. The childminder has a good knowledge of what she would do if she had a concern about a child's welfare.

What does the setting need to do to improve?

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

- build on procedures for self-evaluation to identify areas for ongoing improvements to better outcomes for children
- consider children's age and stage of development when planning adult-led activities to fully support the intent for learning and meet children's individual needs.

Setting details

Unique reference number	EY448042
Local authority	Worcestershire
Inspection number	10276628
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	0 to 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	25 July 2017

Information about this early years setting

The childminder registered in 2012 and lives in Droitwich. The childminder operates all year round, from 7am until 7pm, Monday to Friday, except for bank holidays and family holidays. She holds a relevant qualification at level 3.

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years foundation stage curriculum.
- Children engaged with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector took account of the views of a couple of parents through written documentation.
- 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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