

Childminder report

Inspection date: 11 March 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

The childminder offers a caring home-from-home setting where children are happy to attend. The childminder takes time each morning to speak to parents to ensure a smooth transition is offered for each child. Children respond positively to the childminder's calm and nurturing nature. For example, younger children gently fall off to sleep as she rocks them in her arms, offering soothing utterances.

The childminder provides a broad curriculum to support children in their learning and development. She makes good use of her home and the local environment to provide activities and play experiences that engage children. Children visit a local woodland where they learn about the natural world around them. These experiences and the childminder's positive interactions all support children to make good progress in their learning and development.

The childminder supports children's understanding of the rules and boundaries. She quickly intervenes and explains to children how to make 'good choices'. Children behave well and have a good understanding of what is expected of them. The childminder supports children to be kind to their friends and pets. She helps children to become confident around animals. Children are taught how to gently stroke the pet dog.

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

- The childminder provides children with learning experiences to help them develop their knowledge of the world around them. For example, children regularly learn about the changes to seasons. She takes children on walks to observe the falling blossom in spring, a visit to the seaside in the summer and walks in a local woodland in autumn and winter. Children talk about the colour changes and temperatures. This helps children to gain an awareness of the world around them.
- The childminder has considered some of the key skills children need to learn. For example, mathematical skills are well embedded. Children learn to count the number of steps, recognise shapes in the environment and measure ingredients as they make fairy cakes. However, some independence skills are not yet mastered by all children because the childminder has not considered which opportunities to offer children in line with their age-related developmental milestones.
- The childminder supports children's language development by singing songs and rhymes throughout the day. Children happily join in, anticipating the next words as they dance to the rhythm. They are supported to build on their vocabulary as they are introduced to more complex songs and rhymes over time.
- The childminder helps reinforce kind behaviours, such as sharing and turn taking

with friends. She gently encourages children to wait for their turn. This helps children to understand behaviours that are expected of them.

- Although the childminder works with other childminders and attends some training to develop her practice, she has not effectively planned for a targeted programme of professional development to ensure her skills and knowledge improve consistently to the highest level.
- The childminder offers daily opportunities for children to be physically active. Young babies pull themselves up and cruise around the room, building strength and coordination. Older children access climbing equipment and opportunities to develop their balance. Children benefit from opportunities to visit a local field to run, jump and become out of breath.
- The childminder develops strong working partnerships with parents. She offers settling-in sessions to support children's transition into her care. The childminder works with the parents to understand children's starting points and care needs. This helps children to settle quickly into the childminder's care.
- The childminder helps children to learn how to keep themselves healthy. Children wash their hands before eating and are supported to understand what foods will help them grow and develop. The childminder has introduced tooth brushing practices to ensure that all children maintain good oral hygiene and health.
- The childminder has established a trusted relationship with parents. They speak highly of the childminder and the quality of care their children receive when in her care. The childminder regularly shares information with parents about their child's learning. The childminder uses an online app to support sharing of information and daily updates.

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 a programme of targeted training to help raise the quality of teaching to the highest level
- provide more opportunities for children to do things for themselves and to promote their independence and readiness for their next stage in learning.

Setting details

Unique reference number	EY451827
Local authority	Worcestershire
Inspection number	10372587
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 2
Total number of places	3
Number of children on roll	4
Date of previous inspection	26 April 2019

Information about this early years setting

The childminder registered in 2012. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for children aged from nine months upwards.

Information about this inspection

Inspector

Victoria Laird

Inspection activities

- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector and the childminder carried out a joint evaluation of an activity.
- The inspector held discussions with the childminder. She reviewed a sample of 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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