

Childminder report

Inspection date: 23 February 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend in this friendly, home-from-home environment. They form close relationships with the childminder, her family and the other children who attend. They are eager to share what they are doing and involve others in their play. Children are confident to make decisions and lead their own play. They tell the childminder that she has to be as quiet as a mouse because the doll is asleep, but say they can talk a bit louder because they are the mummy.

Children make good progress and learn the skills they need in readiness for school. They develop mathematical concepts and include these in all areas of their play. They count to 26 as they thread beads onto a lace. They recognise positional language and choose to start at the bottom and count to the top. They recognise different weights and can describe objects as heavy and light.

Children persevere at their chosen task. They use a glue stick to stick feathers and shapes onto paper to make a chicken. They try hard to cut up their fruit at snack time and are intrigued when the childminder's daughter shows them how to cut a strawberry into a heart shape.

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

- The childminder has a good knowledge of the children in her care. She recognises their interests and plans activities that support children to make good progress in their learning. She observes children as they play and carries out assessments to enable her to swiftly recognise if children need additional support in any areas of their learning. The childminder shares assessments with other settings where children also attend to help ensure continuity in children's learning.
- The childminder continually updates her knowledge through training and webinars. She reflects on her practice and recognises where she can make changes to benefit the children who attend.
- Children are confident communicators and the childminder provides them with time to answer questions and solve problems for themselves. She listens to children and is interested in what they have to say. Children provide the childminder with a running commentary of what they are doing and are keen to share their experiences with her.
- Children develop a keen interest in nature and the world around them. They plant bulbs and can remember the names of flowers such as snowdrop and crocus. They help to feed the birds in the childminder's garden. They know that when it rains the birds eat more and the pinecones they have collected close.
- Children take part in craft sessions. They try to cut shapes and the childminder provides them with appropriate equipment, such as left-handed scissors.

However, she does not support children to use the scissors in the correct way.

- Partnership with parents is strong. The childminder shares information with parents and encourages them to be involved in their child's learning. Parents' comments about the care their child receives are positive.
- Children learn to behave well. The childminder introduces good sharing when children want the same toy. She explains to the children that they need to be kind to each other and take turns.
- Children develop a well-rounded imagination. They pretend they are going to the shops and cook broccoli and bananas for lunch. They act out familiar situations as they pretend to change the doll's nappy and put the doll to bed. Children confidently make choices in their play. However, at times the childminder interrupts their play to introduce a new activity or to adhere to the routines of the day.
- The childminder is mindful of children's home experiences when planning activities. For example, she makes sure children who do not have stairs at home visit the park to gain experience of climbing steps.
- Children's health and well-being is supported well. They enjoy healthy home cooked meals. The childminder provides parents with a comprehensive checklist of food before children start to ensure that all allergies or dietary requirements are adhered to. Children take part in a yoga session. The childminder reminds them to have their drinks ready as they get warm when they exercise.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of how to safeguard children. She attends training and understands the procedures to follow if she has a concern about a child in her care. She is knowledgeable of the signs that may indicate that a child is being abused, including changes to behaviour. The premises are safe and secure. The childminder teaches children how to be careful and to play safely.

What does the setting need to do to improve?

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

- teach children the correct way to use equipment to further enhance their learning and skills
- review the way that routines and activities are organised so that children's play is not disrupted.

Setting details

Unique reference number	EY451867
Local authority	Worcestershire
Inspection number	10075255
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	21 April 2016

Information about this early years setting

The childminder registered in 2012 and lives in Crowle, Worcester. She operates all year round from 7am to 6pm, Monday to Friday, except for family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Johnson

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the setting.
- Ongoing discussions were held between the inspector and the childminder.
- The inspector looked at a selection of documentation and checked the suitability of persons living in the household.
- The childminder and the inspector discussed the curriculum and the impact of activities on children's learning.
- The inspector spoke to children at appropriate times during the inspection and took the views of parents from written feedback.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022