

Childminder report

Inspection date: 17 October 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

The childminder provides a welcoming and exciting learning environment. Children are interested and engaged as they explore resources that support their learning outcomes. They are talkative and confident as they tell the visitor what they are playing with. The childminder helps to extend their knowledge as she asks children about the colours of their toys. Children use their physical skills and concentration to balance bricks and build tall towers. Their vocabulary is enriched as they learn words such as 'wobbly'. Children's self-esteem and resilience are developing as they say, 'Let us try again'. The assistant encourages children as she responds, 'Yes, let us try again'.

Children's communication and language skills are developing as they constantly engage in dialogue with the childminder and her assistants. For example, children are given rolling pins to manipulate play dough and ask, 'What do we do with this?'. They make links to their past experiences and talk about when they used rolling pins with clay and dough. Children learn about the importance of oral hygiene as they pretend to clean role play teeth. They are kind and respectful. They offer their friends resources as they say, 'You can have this one'. Babies receive plenty of cuddles and squeal with delight as the older children choose to sing them a song.

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

- The curriculum covers all areas of learning and supports children's development. The childminder uses a system to monitor and record their progress and targets. Children's development is reviewed regularly with her assistants, and their next steps are incorporated effectively into planned activities. Children make good progress.
- Children's knowledge about different cultures, backgrounds and beliefs is expanding. They celebrate festivals such as Eid and learn about families who have parents from varied countries. Children are respectful of each other's differences and similarities. They read books about being kind to each other and compare their heights. Children demonstrate their understanding as they talk about being friends.
- Children experience learning opportunities outside of the setting as they visit an allotment, the woods and the park. They learn how important vegetables are for their health and enjoy practising their physical skills to pull onions out of the soil. Children learn about insects as they observe their bug house, and develop their awareness of danger as they navigate their way around swings.
- The childminder maintains strong links with local schools and professionals outside of the setting. Relevant information is exchanged, and strategies are put in place to help promote children's development and consistency of care and

learning. The childminder supports parents and children before they transition to school. Children talk to the childminder about their school uniform, which helps them to feel prepared for the next stage of their education.

- Children with special educational needs and/or disabilities are well supported. The childminder uses her experience and knowledge to engage with professionals and implement personalised plans that encourage children's development. However, she is yet to provide opportunities for her assistants to help them to develop their knowledge and skills in supporting children's differing needs and behaviours.
- Babies receive care and tenderness from the childminder and her assistants. They happily babble, squeal and kick their feet with excitement during interactions with adults. Babies practise their physical skills as they use the large space around them to roll over. However, the childminder does not consistently organise activities to fully enhance babies' learning experiences.
- Parents are happy with the care and support their children receive. They comment on how much progress their children have made. Parents are pleased and feel reassured as they receive regular updates about their children's development. They are given time to discuss any concerns or issues about their children at the start or end of the day. They comment on how family orientated and professional the childminder is, and that this helps them to feel relaxed and comfortable.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants can identify signs and symptoms of abuse and demonstrate their knowledge about procedures, should they need to report a concern or seek advice. They know how to contact outside agencies if they require help and advice to help protect children from harm. The childminder's assistants receive updates about safeguarding after the childminder attends a level 3 course in safeguarding and child protection. The childminder carries out regular risk assessments to reduce the risk of accident or injury to children. She teaches children about how to stay safe. For example, children are taught how to carry scissors and to remove hazards from the floor.

What does the setting need to do to improve?

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

- help assistants to develop their knowledge and skills in supporting children's differing needs and behaviours
- review and amend the organisation of activities to fully enhance babies' learning experiences.

Setting details

Unique reference number	EY461676
Local authority	Worcestershire
Inspection number	10236154
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 11
Total number of places	12
Number of children on roll	47
Date of previous inspection	20 December 2016

Information about this early years setting

The childminder registered in 2013 and lives in Worcester. She operates from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6 and employs two assistants.

Information about this inspection

Inspector

Nancy Hitchcock

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 and the inspector talked about the curriculum and what she wants children to learn.
- The inspector observed activities provided for children and evaluated the impact these had on children's learning outcomes.
- The inspector held discussions with the childminder and her assistants at appropriate times during the inspection.
- The inspector reviewed relevant documentation to ensure the suitability of adults working with children.
- The inspector read parent feedback and took account of their views when writing the report.

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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