

Childminder report

Inspection date: 29 February 2024

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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder seeks a range of information from parents when children first begin to attend, to support their individual needs. This helps children to quickly settle and be happy in her care. The childminder knows children very well. She plans a broad curriculum around their individual learning styles and interests. Children make good progress in their learning and development.

Children display a strong sense of belonging. They move freely around the childminder's safe and secure home, and make independent choices about their play. Children behave well. They know what the childminder expects from them because she gently reminds them of the rules throughout the day. For example, to say 'please' and 'thank you', to share and take turns. As children engage in pretend play, older children are quick to recognise when younger children need their help. Children help to add items to a baking tray and patiently demonstrate how to use the oven glove. The childminder provides children with a wide range of experiences to help them gain core strength and coordinate their bodies. For example, children have fun as they dig in soil and run around the garden. They ride on wheeled toys and demonstrate how to coordinate their body as they kick and throw balls.

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

- The childminder's home is warm and welcoming. There is plenty of space for children to play and rest or sleep peacefully. Hygiene practice is good. The childminder reminds children to wash their hands at regular intervals throughout the day. The childminder ensures her setting meets the needs of all children that attend.
- Children interact positively with the childminder and their friends. They work as a team to build a bridge for their cars to go through. The childminder sits alongside children to support their learning. She encourages them to identify shapes and to count the blocks. The childminder introduces words to help them gain mathematical language, such as behind and on top. Although the childminder provides children with lots of opportunities to count, she does not provide the most able children with enough experiences to identify and use numbers in their play.
- The childminder is keen to continue with her professional development. She attends online training and meets with like-minded providers to discuss best practice and improve her knowledge and skills. Although the childminder knows what she does well and identifies some areas for development, she is yet to fully engage with parents to seek their ideas when evaluating her provision and deciding what needs to improve.
- Children are developing a love of books and stories. The childminder reads to them throughout the day. She uses enthusiastic voices and expressions which

make children laugh. After lunch, children find their favourite book. They sit quietly at the table, looking at the pictures and carefully turning the pages.

- The childminder supports children with special educational needs and/or disabilities (SEND) very well. They make very good progress from their starting points. She builds good relationships with parents and other professionals to share information and ensure children receive any additional support they may need to help them make the best possible progress.
- The childminder places a strong focus on play and learning in the outdoor environment. Children explore the outdoor space with enthusiasm and excitement. Young children think and predict as they fill and empty different-sized containers with coloured water. They learn how colours change when they mix them together. Children develop good hand-to-eye coordination. They use funnels to fill tubes with water and large tweezers to pick up ingredients to make potions. The childminder engages children in meaningful conversations as they play. They talk about the textures and scents of the ingredients.
- Partnerships with parents are very good. The childminder uses a variety of ways to keep parents updated about their children's progress. For example, she speaks to them on arrival and collection times, and regularly sends digital messages. Parents are extremely happy with the service the childminder provides and feel very well supported. They comment on the childminder's excellent communication and the high levels of progress their children make. Parents state 'she is the perfect childminder' and 'they cannot recommend her enough'.

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:

- provide children with even more experiences to identify and use numbers in their play to further their mathematical knowledge
- build on the self-evaluation process and seek the views of parents to make improvements at the setting.

Setting details

Unique reference number	EY464546
Local authority	Herefordshire
Inspection number	10317446
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	9 May 2018

Information about this early years setting

The childminder registered in 2013 and lives in Ross-on-Wye. She operates from 7.30am until 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She offers funded early education for two-,three-and four-year-old children.

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector through written 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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