

Childminder report

Inspection date: 5 January 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and thriving at this home-from-home setting. The childminder and children have a caring and secure relationship together. Children gleefully play peekaboo, as they hide in the 'igloo' playhouse. They confidently seek out what they want to play with. Children use their imagination as they play with baby dolls. They listen to the doll's tummy with the stethoscope; then they get excited listening to their own tummies and the sounds they make through the stethoscope. The childminder supports and guides children to solve problems, such as helping them to tighten the lids on their pots of pretend cream for the doll.

Children excitedly share experiences they have had when they recall past events. For example, when children went with the childminder to the vet because the hamster was poorly. They enjoy time outdoors, as children explore with determination, going up the steps to the climbing frame and skilfully going down the slide. The childminder encourages children to listen to the sounds around them in the garden, such as the sounds of the birds and trains. They show curiosity when they hear the train coming along the tracks. Children learn about their wider community as they visit different places, such as the local shop to get a loaf of bread for their toast. This helps children to feel part of their community.

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

- The childminder supports children to use language during activities. The childminder's teaching techniques do not fully support children to make the best possible progress. There are occasions, when the childminder does not consistently extend their learning to enable children to fully gain the most from the experiences. For example, during activities, the childminder does not always extend children's knowledge or vocabulary when discussing what they are seeing or doing.
- Children listen to the childminder when she gives instructions during activities to keep themselves safe. However, there are times when she does not follow this through to explain to the children why their action is not acceptable. For instance, when children throw sand, the childminder tells the children 'no', but she is not always clear to explain why this behaviour is not acceptable. This means children do not always gain better understanding of accepted behaviours.
- The childminder implements a curriculum that is tailored to meet the needs of all children. She regularly shares information with parents to keep them informed of what she is working towards. The childminder works in partnership with the staff at other settings and parents to ensure children have a well-rounded approach to their learning. Children are making good progress in their development.
- The childminder has attended a wide range of training courses to build on her own professional development. She has identified, through regular self-reflection

of her own practice, how she can build on her skills to support the children in her care.

- Parents speak highly of the care provided for their children. They share how the support provided by the childminder has helped to build on their children's confidence, which has positively impacted on their development and progress.
- The childminder has implemented good strategies to support children who speak English as an additional language. She has identified ways to ensure children have their needs met through working in partnership with other professionals.
- Children are encouraged to be independent and build on skills for later life. They confidently put on their coats and wellington boots to go out into the garden. Children follow good handwashing routines before and after mealtimes. This helps to develop children's understanding of self-care routines.
- Children explore a range of stories on their own or with the childminder. They learn about the world around them, as they discover stories about a bear enjoying sandwiches. The children re-enact the stories and make their own pretend sandwiches together. Children learn about similarities and differences to help them to understand what makes them unique.
- Children explore a range of activities that develop their understanding of mathematical concepts, as they create patterns in the sand from the objects in the tray. The childminder uses water activities to support children's understanding of objects that might float or sink.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant with ensuring her home is safe and secure. She has a strong understanding of possible types of abuse and harm a child may be at risk of. She has an understanding of 'Prevent' duty guidance and domestic violence. The childminder has a clear understanding of reporting concerns about a child's welfare. She carries out regular risk assessments of the environment and activities. This is to ensure the premises and equipment are safe and suitable for children. The childminder holds a valid paediatric first-aid certificate and follows appropriate procedures when dealing with first aid instances.

What does the setting need to do to improve?

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

- refine how children are supported to learn about expectations of their behaviours
- enhance teaching techniques to develop and extend children's knowledge even further.

Setting details

Unique reference number	EY466605
Local authority	Worcestershire
Inspection number	10263341
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	27 April 2017

Information about this early years setting

The childminder registered in 2013 and lives in Bromsgrove. The childminder operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Katherine Wilson

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 curriculum.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed an activity and discussed with the childminder how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector reviewed several parents feedback during the inspection and took account of their views.
- 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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