

Childminder report

Inspection date: 10 October 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 quickly settle into the childminder's care because the childminder tailors settling-in sessions to meet their individual needs. She invites parents and children to visit her home to get to know her and become familiar with their surroundings. During these visits, the childminder seeks a range of information from parents, including details of children's development and care needs. This helps her to plan for their care and learning from the outset.

Children make good progress in their learning. The childminder offers children a wide range of interesting resources, both indoors and outdoors, to support their play. Children learn to solve problems and to use their imaginations as they pretend to build a house from a selection of shaped blocks. The childminder sits alongside them to offer encouragement. Children learn mathematical language as the childminder introduces words such as 'big' and 'small' into their play. Children behave well because the childminder has high expectations for their behaviour. She gently reminds them of the house rules, such as to remove their shoes when they return from outdoor play. Children are polite and use good manners throughout the day. They are learning to share and take turns with their friends. Children independently use the toilet and remember to wash their hands.

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

- The childminder has a good understanding of how children learn and develop. She plans an ambitious curriculum, with a good balance of child-initiated and adult-led learning. The childminder makes regular assessments of what children know and can do and uses this information to plan what they need to learn next.
- The childminder supports children's literacy skills effectively. She provides them with a good selection of age-appropriate books and mark-making resources. The childminder enthusiastically reads a story to children about a family of owls. Children listen attentively and excitedly point to the picture of a baby owl. They are beginning to learn about emotions. For example, they discuss how the baby owl might feel and what makes them happy or sad.
- Children develop good communication and language skills because the childminder talks to them throughout the day. She introduces descriptive words, such as 'smooth', as they talk about the textures of wood. However, the childminder does not always fully support children to actively engage in longer conversations because she asks them too many questions to which they can only answer 'yes' or 'no'.
- The childminder provides children with some opportunities to access technology. For example, they watch videos on the internet together to learn about cultural celebrations. Although the childminder supervises children during this time, she is yet to help them to gain an age-appropriate understanding of the risks they

may face when using the internet and digital technology.

- The childminder has good relationships with other childminders in the local area. She regularly meets with them to discuss best practice and talk about any changes to legislation. Together, they take children on outings to visit places of interest. This provides children with opportunities to develop their confidence and social skills in a wider group.
- Children have daily opportunities for fresh air and exercise. They develop good physical skills as they ride on wheeled toys in the childminder's garden. Children develop their hand-to-eye coordination. They eagerly explore a tray filled with conkers. They line them up and put them in containers.
- The childminder helps children to learn where food comes from. They grow a selection of vegetables in her garden, which children help to water and harvest. The childminder provides them with experiences to learn about healthy eating. Together, they cut up the vegetables they have grown to make nutritious soups for lunch.
- The childminder has good relationships with parents. She shares information with them about their children's time at the setting in a range of ways. For example, she speaks to them at drop-off and collection times and uses digital messaging to send photographs of children's achievements. Parents are happy with the care and education their children receive. They comment that their children are in safe hands and value the care and attention the childminder provides for their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her safeguarding responsibilities. She carries out daily visual checks on all areas of her home and garden to identify and eliminate potential hazards. The childminder knows the signs and symptoms that may indicate a child is at risk of harm. She knows the procedures to follow should she need to report a concern about a child's welfare. The childminder supports children to learn how to keep themselves safe when out for walks in their community. For example, she talks to them about road safety and reminds them not to talk to strangers.

What does the setting need to do to improve?

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

- strengthen interactions to further support children to actively engage in back-and-forth conversations to fully support their communication and language skills
- provide children with more experiences to support their understanding of how to safely use the internet and digital technology.

Setting details

Unique reference number	EY468088
Local authority	Worcestershire
Inspection number	10308428
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	2 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	9 March 2018

Information about this early years setting

The childminder registered in 2013 and lives in Kidderminster, Worcestershire. 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.

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- 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 inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out a joint observation of a small-group activity with the childminder.
- Parents shared their views of the setting with the inspector.

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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