

Childminder report

Inspection date: 26 April 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	Good
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What is it like to attend this early years setting?

The provision is good

Children greet visitors with smiles, excitedly inviting them to join in with their games. This shows they feel safe and secure. The childminder arranges her provision to enable children to access a wide range of high-quality resources that match their interests. Children especially enjoy imaginary play. They dress up as their favourite characters and happily share pretend birthday cakes, gifts and balloons with their friends.

The childminder implements a curriculum that supports all children to build on their prior experiences and make good progress. Children confidently talk about what they are doing. Children with English as an additional language communicate proudly in both their home language and English. The childminder recognises the importance of this. She supports children by learning key words in their first language, modelling English and providing translations for parents.

The childminder has high expectations of children's behaviour. She creates a familiar routine, which helps children know what to expect next. Children listen and follow instructions. They use kind words when playing with their friends and use impeccable manners when expressing their needs. The childminder supports children to begin to learn the skills to express and regulate their emotions. She helps children to learn the vocabulary to label their feelings and encourages them to take deep breaths to calm themselves down.

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

- The childminder teaches children about life cycles. They talk excitedly about watching caterpillars growing and building cocoons. Children delight in demonstrating what will happen to the cocoons next, as they flutter around the room, pretending to be butterflies.
- The childminder encourages children to develop a love of books. Children listen intently as they enjoy story time cuddles. They look at books independently as they play and recall stories from familiar books. For example, children recall the story of 'The Very Hungry Caterpillar', and they talk about the days of the week and the food the caterpillar eats.
- The childminder understands the skills and knowledge children need to succeed in the next stage of their learning. She recognises the large muscle skills and core strength required for future writing and plans activities to develop these. For example, children climb trees with support, mark make with large sticks and help to sweep the garden with brooms.
- The childminder recognises the impact of the COVID-19 pandemic on children's learning and development. She plans outings to various community groups, libraries, parks and attractions. This helps children gain a deeper understanding

of the world they live in and supports their social skills and confidence within larger groups in society.

- The childminder works in partnership with parents to understand children's starting points and shares home learning. She plans activities to build on what children already know and can do. The childminder supports children to acquire early mathematical skills. However, occasionally, she does not challenge most-able children. For example, when children count incorrectly, the childminder does not model how to count accurately. Furthermore, she does not always extend children's learning by asking questions and introducing new concepts.
- Parents talk positively about the care and education the childminder provides. They say their children love attending and thrive in her care. They describe her as a patient, exceptionally caring and professional childminder who makes learning fun. Parents value the individual support and guidance the childminder offers them and their family.
- The childminder promotes healthy living. Children enjoy healthy snacks and exercise in the fresh air daily. Opportunities that challenge their physical skills are provided, with visits to local parks and woodland on a weekly basis. This helps to promote children's physical and mental health and well-being.
- Equality and diversity are embedded across the childminder's provision. She provides a range of multicultural resources and challenges stereotypes. Children talk proudly about themselves and are confident to express their opinions.
- The childminder has completed various training courses since her last inspection to help improve outcomes for children. She networks with other childminders to share knowledge and skills. She regularly evaluates her practice, including the views of parents.
- The childminder continually reflects on ways to improve her indoor and outdoor provision. She has plans to further develop the outdoor space. This includes creating a shelter to enable children to access her garden in all weather conditions. She also plans to create a larger area for children to grow and tender their own plants.

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:

- challenge children's learning, consistently address misconceptions and ask questions to extend children's thinking to a higher level.

Setting details

Unique reference number	EY468301
Local authority	Worcestershire
Inspection number	10335844
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	28 June 2018

Information about this early years setting

The childminder was registered in 2013 and lives in Redditch. She operates all year round, from 7.30am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 5. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sharon Wilcox

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 she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.
- 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 the children.
- Parents shared their views of the setting with the inspector.
- 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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