

Childminder report

Inspection date: 9 September 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are safe and secure in this setting. The childminder gathers extensive information about a child when they first arrive to aid this new transition. She uses children's interests well to help engage and attract the children. Children are comfortable in her care and settle quickly. For example, younger children enjoy throwing. The childminder encourages the children to throw different-sized balls to one another as they interact with their peers. This helps children to practise their large-motor movements.

Older children have an array of opportunities to use and practise their mathematical knowledge. They play teddy bear games which help them to point and count the teddies on their board mat and discuss quantity. They find out who won the game by identifying who has more and less. Children buy and discuss the different-sized flower bulbs they are going to plant. They also excitedly talk about their birthday and how old they are going to be.

Children enjoy an array of activities that help them to be active and they progress well in their physical development. For example, the childminder takes them on long walks to the park and woods. The childminder strives to teach children about the benefits of exercise. Children notice that their heartbeats increase after dancing with ribbons. They learn about stretching in yoga and build their strength as they use climbing equipment. Older children become physically independent and ready for school.

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

- Since the last inspection, the childminder has tailored her professional development to improve the quality of her practice. She is aware of recent changes, such as updates to the early years foundation stage. The childminder evaluates herself well and shares her practice with other childminders in the area.
- The childminder has a good knowledge of early education. She understands that each child is unique and learns at a different rate. The childminder gathers extensive information about a child when they first attend, so that she has an accurate assessment of what they know and can do. She plans tailored activities to work on children's individual next steps. This supports children to make positive improvement in all seven areas of learning. For example, she tailors activities to focus on the initial sounds in words for children who need additional support in their speech and language.
- Children learn about the world around them when they visit the motorway bridge to spot different types of transport, or walk through the fields to visit the ponies. The childminder meets up with a network of childminders to support

children in learning about similarities and differences in others. Children learn dance moves from different cultures.

- Children socialise with other children at toddler groups, library singing sessions and teddy bear picnics. The childminder values the importance of children building relationships with others their own age. Younger children learn to play alongside others and older children begin to make friends and happily play together.
- Children generally behave well. They engage in activities for short periods of time and are kind to one another. Older children are kind to younger children and help them to find resources they might like. The childminder promotes a respectful environment where every individual is recognized. However, at times, the childminder does not reinforce behaviour management strategies to consistently support children to learn right from wrong.
- The childminder promotes a healthy lifestyle. Children learn where food comes from. They help to plant their own pumpkins, tomatoes, strawberries and cucumber. The childminder encourages the children to try new food, such as cucumber and peppers.
- The childminder believes in maintaining strong bonds with the children's parents. She understands that each family is individual and takes this into consideration when sharing information about their child. Parents can receive information via daily diaries, text messages, calls and emails. They can send activities they have done at home to the childminder through an interactive app. Children look back on, and talk about, their experiences proudly with the childminder. However, the childminder does not always share next steps regularly. This does not promote extension of children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is very knowledgeable about safeguarding. She knows signs and symptoms that may indicate a child is at risk of abuse. She knows to be vigilant of signs of other child protection matters, such as female genital mutilation, online safety and the 'Prevent' duty. The childminder understands the actions she should take in case of a concern. She has an up-to-date paediatric first-aid certificate and has a secure knowledge of actions to take in a medical emergency. She understands procedures in place for administering medicines and has the necessary paperwork in place.

What does the setting need to do to improve?

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

- strengthen existing behaviour management strategies and apply them consistently to further support children in learning right from wrong

- extend the good communication with parents even further, so that all parents know their children's individual next steps and can support learning at home.

Setting details

Unique reference number	EY478233
Local authority	Worcestershire
Inspection number	10231894
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	8 September 2016

Information about this early years setting

The childminder registered in 2014 and lives in the Bromsgrove area of Worcestershire. She operates her provision all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding to provide free early years education for four-year-old children.

Information about this inspection

Inspector

Sophie Van Harten

Inspection activities

- This was the first routine inspection the provider 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and inspector talked about the curriculum and what the childminder wants children to learn.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022