

Childminder report

Inspection date: 15 October 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder is very caring and nurturing in her approach. Older children regularly seek out the childminder for help or support. The childminder regularly gives children cuddles and love as reassurance. This helps them to feel secure and form long lasting bonds with her. The childminder knows the children very well. She uses what she knows about them to plan a range of different learning experiences for them to engage with. These experiences support children to make good progress in their learning. Most of the time, children show high levels of concentration and perseverance. This includes when they attempt to fit puzzle pieces together or when they build using blocks.

Children of all ages develop the muscles in their fingers and hands as they are given lots of opportunities to make marks. Older children prescribe meanings to the marks they make, as they write a list of foods they would like to take on a picnic. Younger children get excited as they open and close the pens to make marks onto the boards. The childminder is a positive role model towards children. She reminds them of the rules and encourages them to say sorry. However, the childminder does not consistently support children to understand how their actions impact on others.

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

- The childminder has taken action to address concerns from her previous inspection. She has developed her knowledge and implementation of risk assessments. The setting is safe and secure. The childminder now keeps accurate records of children's attendance. In addition, she has taken action to improve the ratios she follows to ensure all children have their individual needs met.
- The childminder attends various webinars and sessions led by her local authority. She is also a member of a network for childminders. The childminder uses these sessions and the feedback from others to help improve her confidence and her teaching practice to a good level.
- The curriculum covers all areas of learning. The childminder sequences her curriculum to build on what children know and can do over time. This supports all children to make progress in their development from their starting points. The childminder is keen for children to develop their social skills.
- The childminder uses observations and assessments to monitor children's progress. She uses this information to determine what children already know and what they need to learn next. However, at times when younger children free-play the childminder does not fully support them to join in with others. This does not support them to consistently display positive attitudes towards learning.
- Older children enjoy joining in with the words and actions of well-known rhymes.

Younger children smile and move their bodies to the rhythm. The childminder generally talks well to the children as they play. However, she does not remodel language to children when their speech is unclear. This does not fully support children's communication and language development.

- The childminder has secure knowledge of the steps she should take if she identifies any gaps in a child's development. This includes continuing to monitor their development, working closely with parents or making referrals to other professionals. This ensures children receive the support they require.
- The childminder speaks passionately about her role of working in partnership with parents. She routinely shares and gathers key information about each child. The childminder uses this to help ensure all children have their individual needs met. Parents speak extremely highly about the childminder and her relationship with their children. Parents value the support they receive and explain they can see the progress their child has made in their development. The childminder supports parents to continue their child's learning at home.
- The childminder responds immediately to children when they start to display undesired behaviours. She encourages children to take turns, share and wait. However, on occasion, the childminder does not speak to the children about how their actions may impact on others. This means they do not consistently understand how to regulate their own behaviour.
- The childminder encourages children to clean their faces and hands throughout the day. She provides the children with a range of balanced meals, which they enjoy. Children also help themselves to water. This helps children to learn how they can stay healthy and clean.

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:

- support younger children to become fully engaged in the learning experiences on offer to them
- develop the strategies used to support children to regulate their emotions and learn right from wrong
- make the most of the opportunities available to support children's language development and speech.

Setting details

Unique reference number	EY483000
Local authority	Herefordshire
Inspection number	10349113
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	0 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 April 2024

Information about this early years setting

The childminder registered in 2014. She operates her setting all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She provides funded education.

Information about this inspection

Inspector

Louise Chinyuku

Inspection activities

- The inspector viewed the setting and spoke to the childminder about how she ensures the environment remains safe, secure and suitable for children.
- The childminder talked to the inspector about their curriculum and what she wants children to learn.
- The childminder provided the inspector with a sample of key documentation upon request.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector viewed parents' written feedback and took account of their views.

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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