

Childminder report

Inspection date: 22 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children confidently engage in play and conversation within the homely environment. They enjoy the freedom to make choices about how they spend their time, and being able to move freely between the rooms. The childminder forms strong relationships with both the children and their families, and this supports the children to feel very comfortable in her home. The childminder gets down to the children's level as she joins their play and sensitively follows their lead. Children demonstrate a particularly strong preference for imaginative play and eagerly involve the childminder in their games. For example, they invite her to purchase food at their role play café. The childminder plans a broad range of activities for children, to ensure she covers all areas of learning. She takes children on regular visits out, such as to the library, age-appropriate groups and to explore natural environments. This supports her to broaden children's experiences and enable them to become familiar with a range of social situations. Children respond positively to the childminder's high expectations of how they should behave. She models polite and respectful interactions at all times, and the children follow her lead. They understand the routine and expectations and respond appropriately, for example they happily help to tidy away toys when asked.

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

- Children are well supported to develop their self-help skills and independence. The learning environment is organised to enable children to make independent choices about how they spend their time. Children are appropriately encouraged to manage their self-care for themselves, such as drying their own hands and putting on and taking off their own shoes. They help to prepare for lunch-time by choosing their own open-top cup.
- Children's language skills are very well supported. They demonstrate their extensive vocabulary, for example as they play with a safari set and fly over 'the desert and the pyramids'. The childminder consistently responds to children's comments and questions, building further on their conversational skills and vocabulary. She encourages them to practise using new words, such as 'behind'.
- Children make good progress. The childminder gets to know them very well and plans activities in response to their interests and developmental stage. She monitors their learning and identifies what they need to learn next. For example, to develop number recognition beyond 10, they look for house numbers on the daily walk back from school.
- Children are given time to develop their own play and to investigate how things work. They explain how a torch can project pictures, and then explore how the light changes size as they move the torch backwards and forwards. The daily routine incorporates some adult-led activities. This ensures children have regular opportunities to be read to and sing songs. Children begin to understand the link

between sounds and letters. They notice words around them, for example they arrange and ask questions about the magnetic words on the fridge.

- The childminder broadens children's knowledge of the world and people from other communities. Children learn about different festivals and topical events, such as Chinese New Year and Australia Day, throughout the year through craft activities, looking at maps, food tasting, books and conversation.
- Children begin to learn to keep themselves safe and healthy. The childminder talks to them about road safety while they are out on visits. She provides a variety of home-cooked meals for the children and begins to teach them about healthy eating. The children go on visits to the supermarket, and have opportunities to cook.
- The childminder maintains her knowledge about early years issues by attending childminder network meetings and through membership of a professional association. However, the childminder's processes for self-evaluation are not fully effective in focusing her professional development on further enhancing her teaching practice.
- The childminder works closely with parents. Ongoing communication about children's experiences and interests enables both the childminder and parents to more effectively support children's learning. Parents say their children are very happy and feel at home in the childminder's care. They value the broad range of experiences provided.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in keeping children safe while they are in her care and in other aspects of their lives. She knows the signs and symptoms of abuse and neglect to look for and the procedures to follow if she has any concerns. The childminder maintains her statutory training for paediatric first aid and child protection. Thorough policies and procedures are shared with parents. The childminder's home is clean and well maintained. Daily risk assessments at home, and during visits out, support the childminder to keep children safe.

What does the setting need to do to improve?

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

- strengthen processes for self-evaluation to more sharply focus professional development on raising the already good teaching to an even higher level.

Setting details

Unique reference number	EY547614
Local authority	Worcestershire
Inspection number	10109063
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Redditch. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3.

Information about this inspection

Inspector

Abi Ellis

Inspection activities

- The inspector looked around the childminding premises and talked with the childminder about the organisation of the provision.
- The inspector observed and assessed the quality of teaching while children played indoors.
- A joint reflection of a planned activity was carried out by the inspector and childminder.
- Relevant documents, including suitability of adults living on the premises and policies, were reviewed.
- At appropriate times throughout the inspection, the inspector spoke to the childminder and children.
- Parents' written views were taken into account.

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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