

Childminder report

Inspection date: 1 November 2019

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 are settled, happy and have fun. The childminder provides children with a wide range of enjoyable play activities around all areas of learning. Children excitedly engage in a music and movement session. They listen attentively and follow instructions well as they wriggle and move to the music. The childminder supports children's understanding of positional language. She requests that they hold the coloured beanbags 'up high' and to place them 'in front of' and 'behind' them. Children receive lots of praise and encouragement for their achievements. This supports their self-esteem and confidence. Children delight in filling and emptying different-sized containers with water. They think and predict as they try to fit various-sized conkers into the containers. The childminder joins in with their play to extend their learning. For example, she encourages children to count the conkers. Children confidently count to 10 and announce they need 'more'. Young children use their imagination as they place model dinosaurs in a tray of soil. They 'roar' like a dinosaur and make marks in the soil using the dinosaurs' feet. Children express their creativity as they pretend to cook in the outdoor kitchen. They make soup with water and mud.

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

- The childminder's home is warm and welcoming. Children display a strong sense of belonging. They clearly enjoy spending time in her care. The childminder responds well to children's individual needs.
- The childminder gives children clear consistent guidance and gentle reminders about her expectations for their behaviour. Children know what is expected from them. They behave well.
- The childminder makes regular assessments of what children know and can do. She uses this information to plan interesting and challenging experiences to move children forward in their learning. However, occasionally, the childminder misses opportunities to incorporate children's next steps for learning into their play.
- The childminder places a strong focus on play and learning in the outdoor environment. Children explore the outdoor space with excitement and enthusiasm. They develop new skills. They learn where food comes from as they plant seeds and watch them grow. Children harvest their produce to take home.
- Children learn to keep themselves safe. The childminder supports them to understand the importance of holding hands when they walk to the outdoor area. Children confidently negotiate the space around them. They take turns to walk across the small plank of wood into the covered play area.
- Partnerships with parents are good. The childminder shares information with parents in a range of ways. For example, parents access online learning records, and the childminder regularly sends updates on their children's achievements

using digital messaging. However, the childminder has not established effective partnerships with other settings that the children attend, to provide a consistent and complementary approach to children's learning.

- Written feedback from parents demonstrates the high regard they have for the childminder. Parents state that the childminder keeps them very well informed about their children's progress. They comment on how much their children have grown in confidence since starting at the setting.
- Children develop good hygiene practices. The childminder reminds them to wash their hands before meals and after outdoor play. She has a healthy eating policy and provides children with home-cooked meals and nutritious snacks. However, she does not use these everyday routines effectively to fully support children's growing independence and to give them clear explanations to support their understanding of the benefits of adopting healthy lifestyles.
- The childminder works closely with her co-childminder to provide high-quality care and education to all. She uses self-evaluation well. The childminder seeks the views of her co-childminder to give an accurate overview of the service they provide. Together they discuss what they do well and areas for development. For example, they are considering ways to further support children's awareness of diversity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and child protection procedures. She is able to recognise the possible signs and symptoms of abuse and demonstrates a clear understanding of what to do should she have any concerns about a child's welfare. The childminder keeps her knowledge up to date by attending regular training. She carries out daily safety checks on her home to ensure that children play in a safe and secure environment. The childminder supervises children well.

What does the setting need to do to improve?

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

- strengthen ways to engage more effectively with other settings that the children attend, to ensure children receive a consistent and complementary approach to their learning
- consider ways to incorporate children's next steps for learning more consistently into their play
- build on ways to support children's growing independence, and give them clearer explanations to develop their understanding of the benefits of adopting healthy lifestyles.

Setting details

Unique reference number	EY548848
Local authority	Herefordshire
Inspection number	10109080
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Bringsty, in Worcestershire. She registered in 2017. The childminder operates all year round, Monday to Friday from 7am to 6pm. She holds an appropriate early years qualification at level 5. The childminder works from her own home with another childminder. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tina Smith

Inspection activities

- The inspector held discussions with the childminder throughout the inspection. She looked at evidence of the suitability of persons living in the household.
- The inspector discussed with the childminder the plans for children's learning. She evaluated an activity with the childminder to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to children during the inspection. She took account of the views of parents through written documentation.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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