

Childminder report

Inspection date: 19 February 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides children with a homely and welcoming environment. Children are happy and settled. They have strong bonds with the kind and caring childminder and her family. Children display a strong sense of belonging. They confidently initiate their own play and make independent choices about what toys to play with. Children are articulate and engage in meaningful conversations with the childminder. They make links to experiences from home as they talk about a recent trip to the shops. The childminder responds sensitively and asks them to describe what they bought. Children use their imagination as they pretend to make cups of tea for the childminder and visitor. They extend their own play as they look for make-believe foods, such as fruit and cakes. Children express their creativity. They are focused and carefully use paint, glitter and glue to decorate a model unicorn. Children are proud of their achievements, and confidently announce, 'it's unicorn colours'. Children have good opportunities to develop their early literacy skills. They listen attentively to stories and concentrate as they attempt to write the letters of their name. Children's early mathematical skills are developing well. They display good levels of concentration as they count pebbles and make shapes with them.

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

- The childminder has a secure understanding of how children learn and develop. She knows children well and plans play activities around their interests. The childminder makes regular assessments of what children know and can do. She uses this information to plan challenging activities, to move children forward in their learning.
- Children are motivated and eager to join in. The childminder sits alongside children as they play. She offers lots of encouragement and praise for their achievements. Although the childminder interacts positively with the children, she sometimes interrupts their play to ask questions. The childminder does not always give children enough time to think and respond as she answers the questions for them.
- The childminder keeps parents well informed about their children's progress. She shares ideas with them so they can continue learning at home. Parents' written comments demonstrate the high regard they have for the childminder. They state she is 'absolutely amazing, a great role model' and 'their children adore her'.
- Children behave well. The childminder shares her house rules with children and their parents. Children learn routines and boundaries. They are developing an understanding of what is expected of them. Children respond promptly to the childminder's requests, for example, they help tidy away the toys before lunch.
- The childminder provides nutritious snacks and supports parents to provide

healthy options in lunch boxes such as fruit and yoghurt. The childminder reminds children to eat all of their savouries before having any treats. Children have lots of opportunities for fresh air and exercise. Physical skills are developing well. Children enthusiastically ride on toys in the childminder's spacious garden. They visit the park and climb at the soft play centre.

- Hygiene practice is good. The childminder effectively supports children's growing independence. She encourages them to manage their own self-care and to help out with everyday routines, such as snack time. Children carefully wash the strawberries and grapes. They safely use small knives to cut them up. Children thoroughly enjoy eating a good range of fruits for snack.
- The childminder regularly takes children to visit a wide range of interesting places within their community. Children learn about the 'olden days' when they visit the museum and castle. They delight in feeding the animals at the farm park. However, the childminder has yet to fully support children's understanding about what makes them unique and to further their knowledge about the similarities and differences between themselves and other people in the world around them.
- The childminder reflects on her practice. She identifies her strengths and areas she would like to develop. The childminder meets regularly with other childminders to share ideas and discuss best practice. She is keen to continue with her professional development and completes online training to ensure her childcare knowledge is up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children's welfare. She carries out daily checks on her home to ensure children play in a safe environment. Children are well supervised. The childminder keeps her safeguarding training up to date. She knows how to recognise the possible signs and symptoms of abuse and how to respond to any potential concerns about a child's well-being. The childminder has a good understanding of wider safeguarding issues, such as protecting children from extreme views. She understands the need to report such concerns and has clear procedures in place to do so.

What does the setting need to do to improve?

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

- allow children enough time to think and respond to questions, to further develop their thinking skills
- provide further opportunities for children to identify what makes them unique and to understand differences between themselves and other people in the world around them.

Setting details

Unique reference number	EY289001
Local authority	Worcestershire
Inspection number	10116068
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	25 March 2013

Information about this early years setting

The childminder registered in 2004. She lives in the village of Honeybourne, near Evesham. The childminding provision is open all year round from 7.30am to 5.30pm, Monday to Friday except for bank holidays and family holidays. The childminder holds a relevant level 3 childcare qualification. 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 the suitability of persons living in the household.
- The inspector took account of the views of children spoken to during the inspection and from parents through written documentation.
- 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 the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has 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.

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