

Childminder report

Inspection date: 16 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend in the childminder's care. They are happy and settled and enjoy cuddles throughout the day. Children sleep in comfortable surroundings and the childminder regularly checks on them to make sure they are safe and well. The childminder follows sleep routines from home. She carefully rocks babies to sleep in her arms. This helps them to feel relaxed and emotionally secure. Children competently use small trowels to fill pots with soil. They follow direction from the childminder as they plant beans. Children carefully water the pots and place them in the sun. This helps them to develop an understanding of growth over time.

The childminder supports babies' and young children's explorative skills. They learn to press buttons that cause toys to move and make noise. Babies watch with interest as their peers build towers with blocks. Children are gentle and kind. They happily join in with younger children's play to demonstrate how things work.

Due to the COVID-19 (coronavirus) pandemic, the childminder and her co-childminder have changed some aspects of their practice. To ensure social distancing, the childminder greets parents at the door instead of inviting them into the setting. Instead of socially distanced conversations, the childminder shares information in a range of other ways, for example through written documents and various social media platforms. Children are comfortable with these new arrangements. They arrive happy and eager to meet their friends.

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

- The childminder has made some improvements to her practice and has addressed the weaknesses identified at her last inspection. She has a good understanding of how children learn and develop. The childminder uses her knowledge of what children know and can do to plan an interesting curriculum around children's individual interests and next steps in learning. Children make good progress.
- Children are developing early mathematical skills. They learn about space and measure as they fill and empty different-sized containers with sand and water. The childminder introduces mathematical language into everyday activities. She supports children to count how many blocks they have and talks about capacity, using words such as 'empty' and 'full'.
- The childminder supports children's early literacy skills well. Children independently access a range of books and mark-making resources. The childminder sits alongside them as they draw pictures together. She encourages children to identify letters in their name. The childminder enthusiastically reads to children. She uses different voices to excite and engage them.

- Children behave well. The childminder has high expectations for their behaviour. Children learn good manners as the childminder reminds them to say 'please' and 'thank you'. The childminder encourages children to be respectful and take turns. They are proud when they help to feed the pet tortoises.
- The childminder supports babies' drive to stand and walk. They excitedly hold onto the childminder's hand as they attempt to put one foot in front of the other.
- Relationships with parents are good. The childminder shares information with them in a range of ways. For example, she uses social media to share photos of children's achievements. The childminder chooses to provide parents with a written termly report. This keeps them informed about their child's progress. Parents speak highly of the childminder. They comment on her kind and caring nature. Parents say how lucky they are to have her and her co-childminder in their children's lives.
- Although the childminder understands the importance of sharing information about children's learning, she is yet to gather information from other settings children attend to better inform her planning of the curriculum.
- The childminder provides children with healthy meals and snacks. Children keep themselves hydrated as they independently access their own water bottle. Hygiene practice is good. Children regularly wash their hands. The childminder provides them with disposable towels, which helps to eliminate the spread of germs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She takes steps to keep her home safe and secure. For example, she ensures that the gate in the garden and the front door are kept locked. The childminder completes daily safety checks to reduce hazards and ensure a safe environment for children to play. The childminder keeps her safeguarding knowledge up to date. She knows how to identify, respond to and manage any signs that may suggest a child is at risk of harm. The childminder follows the latest government guidance with regard to the COVID-19 pandemic.

What does the setting need to do to improve?

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

- seek further professional development opportunities to build on existing knowledge and skills and enhance the teaching of the curriculum
- gather information from other settings children attend to better inform the planning of the curriculum.

Setting details

Unique reference number	EY417741
Local authority	Worcestershire
Inspection number	10126635
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	26 September 2019

Information about this early years setting

The childminder registered in 2010 and lives in Bromsgrove. She operates all year round from 8am to 5.30pm, Monday to Friday, except for two weeks at Christmas, bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with a co-childminder. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Tina Smith

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the setting.
- The inspector looked at required documentation, including evidence of suitability and paediatric first-aid certificates.
- The childminder discussed and evaluated a learning activity with the inspector.
- The childminder and the inspector had a learning walk together to discuss activities and intentions for children's learning.
- The inspector took account of parents' views through discussion and 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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