

Childminder report

Inspection date: 10 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 Good

What is it like to attend this early years setting?

The provision is good

Children are happy and relaxed in the childminder's care. They develop close bonds with her and make good friendships with each other. Children chat happily to the childminder and readily involve her in their play. Children's behaviour is good. They learn good manners and say please and thank you as they interact with the childminder, each other and visitors. Children take turns and share toys and resources without being reminded.

Overall, the quality of teaching is good, and the childminder recognises that there is room to build on these skills. The curriculum is broad, the childminder promotes all areas of children's learning and children make choices about what they want to play with. Children are motivated and inspired in their play. They persevere and concentrate with chosen tasks, such as assembling a puzzle of miniature dolls. Children's communication and literacy skills are developing well. The childminder repeats and reinforces new words for children to learn. She sits on the floor with them and engages children in thoughtful conversations. Children are beginning to identify letters and the sounds they make, for example as they investigate magnetic letters and use marker pens to write on the white board. Children enjoy using their imaginations. They spend time taking care of baby dolls and enjoy making pretend pizza for the childminder.

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

- Children make good progress in their learning. They are well prepared for their move to school. The childminder encourages children to develop their independence in preparation for this move. Children confidently put their own shoes on before going outside to play. They are beginning to manage their own self-care needs, such as using the toilet independently. The childminder talks to children about the benefit of a healthy diet. She ensures they stay hydrated during warm weather. However, the childminder does not consistently encourage children to develop good hygiene routines.
- The childminder knows the children well. She makes accurate and regular assessments of their abilities and monitors their progress. This information is shared with parents so they can continue to support their child's learning at home. The childminder uses children's current interests when planning activities. However, more able children are not consistently supported to extend their learning further.
- The childminder has established good relationships with parents. She gathers detailed information from parents about what children already know and can do. She uses this information well to plan for children's learning from the outset. Parents express their satisfaction with the service provided. They say the childminder keeps them well informed and that their children always look

forward to coming.

- The childminder recognises when children are tired and hungry and responds appropriately. This helps children to feel emotionally secure. Children's physical skills are developing well. They negotiate the stairs well, remembering to hold on to the banister. They race around the garden on scooters, negotiating space and confidently changing directions and speed. The childminder joins in with children's self-initiated play. She calls out 'red, amber' and 'green' and encourages the children to respond to the pretend traffic light signals. Children giggle with delight as they anticipate the next instruction.
- The childminder has a good understanding of how children learn and develop. She engages in professional discussions with other childminders to share ideas and consider ways of enhancing her provision. She undertakes research online to gather ideas of further ways to promote children's learning and development. The childminder plans activities to help children achieve their next steps in learning. For example, children eagerly take part in a sorting activity. They copy the childminder as she names the colours.
- Children benefit from experiences within the wider community. For instance, children visit local parks, shops, and toddler groups where they socialise with other children. This helps them to develop an understanding about the world around them and communities beyond their own.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding of how to keep children safe from harm. She ensures children are supervised carefully. The childminder maintains a clean, safe, and secure environment for children. The childminder makes effective use of her records to help her promote children's welfare. She ensures her training for paediatric first aid remains up to date. The childminder has completed recent safeguarding training. She is aware of the possible signs and symptoms of abuse, including wider safeguarding issues. She understands the procedure to follow if she has any concerns about a child's welfare.

What does the setting need to do to improve?

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

- identify more ways to extend children's learning even further, to provide additional challenge to help children achieve the highest levels of learning
- make better use of opportunities to help children to learn about the importance of good hygiene routines.

Setting details

Unique reference number	EY371695
Local authority	Worcestershire
Inspection number	10197670
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	13 December 2018

Information about this early years setting

The childminder registered in 2008. She lives in Redditch. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for family holidays. She provides funded early education for two-, three- and four-year-old children. She has a childcare qualification at level 3.

Information about this inspection

Inspector

Amanda Tompkin

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke with the childminder about how her provision is organised and what experiences she offers children in her care.
- The inspector held a number of discussions with the childminder and children.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the premises.
- The views of parents were taken into consideration by reading written references.

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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