

Childminder report

Inspection date: 29 October 2021

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

The provision is good

Children have a warm and trusting relationship with the childminder and often choose to sit on her lap and be close. They show a great fondness for books and even the youngest children intently listen to stories. They ask questions and repeat words, such as chomping and toadstool, as they join in the story. Children are eager to share their ideas and thoughts with the childminder.

Children show a real enthusiasm for learning and are eager to take part. For example, children absorb themselves in experimenting with the paintbrushes, toothbrushes, corks and sponges to make marks on the pumpkin. They enjoy identifying and mixing the colours and talk about the patterns they make. Activities on offer build on children's prior learning. For example, children are keen to explore the natural resources as they play with the dinosaurs. They recall their walk to the park and talk about the conkers on the trees and how the leaves were smelly. They name the dinosaurs and describe their features. Children thoroughly enjoy their conversations with the childminder, who shows a genuine interest in what they say. They are keen to make marks and often choose to colour and draw and enjoy counting as they play. They behave well and easily adapt to changes in the routine and are keen to get ready and sit at the table to eat their meals.

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

- The childminder daily observes children's play and interactions and plans well for their interests to capture their curiosity. She uses her observation and assessment system effectively to identify their next steps in learning to help them make good progress. The educational programme includes a variety of opportunities for children to socialise with others. For example, children attend a regular parent and toddler group and visit the local library.
- The childminder regularly meets with another childminder and this time is used well to help her reflect on practice and build on the range of activities she provides. She makes good use of online resources and activity ideas, in particular, to help provide a rich range of arts and crafts activities for children.
- Teaching is good and promoting children's language development is given high regard. The childminder confidently engages children in conversation and provides daily opportunities for children to share books and sing. She introduces new vocabulary during activities and gives them the time to think and respond.
- The childminder works with children to help them respect each other and talk about their feelings. Any negative stereotypes, such as gender stereotypes, are challenged. She provides a diverse range of books and celebrates a variety of cultural festivals. However, she does not regularly provide a rich range of age-appropriate experiences to help children talk about their own families and communities beyond their own experience.

- The childminder uses the daily routine and activities well to incorporate opportunities for children to recognise colour, count and problem solve. For example, children often count independently as they play and enjoy number rhymes and problem-solving games. However, children have few opportunities to consider size, weight and length during activities.
- Close partnership working with parents from the very start helps the childminder become familiar with children's family circumstances and needs. Parents report she is vigilant about any allergies children may have and offers good support on issues, such as problem mealtimes. They say they value the detailed progress reports they receive and are impressed by the progress their children make.
- Children are provided with a challenging range of climbing equipment and physical play opportunities in the garden. They also benefit from regular outings to the local park to further challenge their physical skills. The childminder works with parents and talks to children about the importance of having a healthy lunchbox and the importance of good oral hygiene.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and household members are vetted and suitable. The childminder has a full understanding of the child protection procedures in place to report any concerns she has about children in her care. She places a sharp focus on talking to parents and children about internet safety and the use of social media. Children who attend know they cannot use devices which are connected to the internet and any games must be age-appropriate. The home is safe, clean and suitable and children are not left unsupervised with the pet dog and cat.

What does the setting need to do to improve?

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

- gain a deeper understanding of how to provide a rich range of age-appropriate experiences to help children talk about their own families and communities beyond their own experience
- incorporate more opportunities for children to consider size, weight and length during activities to help reinforce these mathematical concepts.

Setting details

Unique reference number	405327
Local authority	Worcestershire
Inspection number	10072919
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	1 to 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 July 2016

Information about this early years setting

The childminder registered in 2001 and lives in Rubery. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- This is the first inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The inspector and the childminder completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector carried out a joint observation and held discussions with the childminder.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household.
- The inspector took into account the views of parents.

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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