

# Childminder report

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Inspection date: 31 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

Children are happy and settled. They have a strong and secure relationship with the childminder. For example, when children feel unsure around visitors, they seek comfort and reassurance from the childminder. Children are actively encouraged to talk about their emotions. They share stories that help them to understand their feelings. The childminder reinforces this and discusses with the children why they may feel that way. Children learn about the world around them as they are intrigued to find insects under the logs. They talk about the worms in their wormery and how they must care for them. For example, they excitedly share the information that the salt on their hands makes the worms wiggle, so therefore they wear gloves to keep the worms safe.

Children show that they are confident as they explore their environment. They develop their independence as they choose what they need next to finish their task. For example, they self-select what they need to transport the water to their new hole to mix with the mud. Children talk about how they keep themselves safe. For example, when the childminder talks about not running when there is a fire drill, they say that they will walk slowly so they do not fall.

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

- The childminder provides a varied curriculum that focuses on enabling children to lead their own learning. Children are motivated to learn using the wide range of resources that cover all seven areas of learning. The childminder uses books and activities to support their development of language and introduces new words. For example, when children concentrate on digging a hole, they say that they are 'excavating' with their diggers.
- The childminder has a good knowledge of children's development and assesses their progress to identify what they need to learn next. She carefully plans activities based around children's next steps to build on their knowledge. However, she does not consistently extend activities and is sometimes too quick to do things for the children that they could do for themselves. Therefore, this does not always maximise children's development.
- The childminder is highly experienced and takes pride in her own professional development. She has undertaken regular online courses to build on her knowledge that will benefit the children. For example, following the pandemic, she has attended training on emotional awareness to build on children's emotional confidence.
- Parents receive regular updates about their children and what they have been learning. Children share their new knowledge with their parents. For example, when they see a blackbird, they tell their parents the name of the bird based upon the colour of its beak. Parents comment that their children have flourished

with the childminder. Children are eager to come to the childminder's setting and this helps parents to know they are settled. During the pandemic, the childminder supported learning at home with activity packs for children who did not attend.

- The childminder has a good understanding of children's development and is responsive to potential delays or difficulties. She ensures that she discusses any concerns with parents and other professionals at the earliest opportunity. The childminder works closely with parents to ensure children make progress in their development.
- Children learn how to keep themselves healthy and well. They learn why it is important to brush their teeth. For example, they know that if they eat sugary foods, they might get cavities. The childminder talks to the children about why they must wash their hands before eating. They confidently state that it may make them poorly if they do not wash their hands. Children sing a handwashing song to support them as they carry out their handwashing routine.
- Children behave well and they are considerate to each other. Children show they care by asking their friends if they are 'okay' when they have fallen over. The childminder uses clear boundaries with the children. She is quick to respond to behaviour that is not acceptable. She reminds children why it is not safe to throw things that might hurt their friends. The childminder uses praise and encouragement when children successfully achieve their goals.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe and to promote their welfare. She can clearly explain the signs and symptoms that indicate a child may be at risk of harm and how to report any concerns. The childminder ensures her safeguarding knowledge is kept up to date on local and national issues through regular training with the local authority. She has carefully risk assessed the premises to minimise risks to children to ensure the environment and activities are safe. For instance, the childminder provides children with clear instructions when talking to them about using scissors safely.

## What does the setting need to do to improve?

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

- refine the implementation of the curriculum to extend children's learning and enable them to complete tasks for themselves.

## Setting details

<b>Unique reference number</b>	115907
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10115876
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	3 February 2016

## Information about this early years setting

The childminder registered in 1994. She lives in Hanley Swan, Worcester. The provision operates Monday to Friday, from 8am until 5.30pm, all year round.

## Information about this inspection

### Inspector

Katherine Wilson

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documents on request.
- The inspector carried out an observation and discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector took account of several parents' views.

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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