

# Childminder report

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Inspection date: 9 January 2023

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

### The provision is good

Children have fun at this welcoming setting. They are very happy and settled. Children form secure attachments with the caring childminder and her co-childminders. They independently access a good range of play resources both indoors and outdoors. Young children are becoming aware of the childminder's expectations for their behaviour. They are reminded to be considerate and respectful of their friends. Children are encouraged to have good manners and use words such as 'please' and 'thank you'.

Young children copy the childminder as she demonstrates how to build a tower. They connect the blocks together as the childminder counts '1,2,3'. Young children join in and count with her. Children have daily opportunities for fresh air and exercise. They delight in riding on wheeled toys in the spacious garden. Children take turns to ride along the path and wait patiently for their turn. Young children run fast as they race with their friends. The childminder reminds them of the rules and that they must wait until she says 'go'. Children learn the importance of good hygiene. They wash their hands at regular intervals throughout the day. Young children demonstrate that they feel safe and secure. They confidently climb onto the childminder's lap for a cuddle if they need reassurance or are starting to feel tired.

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

- The caring childminder works alongside her co-childminders, who are her mother and sister. They provide a homely and well-organised learning environment. The childminder knows children well and plans a range of play activities around their interests and next steps in learning. She uses her knowledge of what children know and can do to provide an interesting curriculum. Children make good progress.
- Children enjoy singing action songs and rhymes. They listen attentively to the childminder as she enthusiastically reads them their favourite story. Young children point to the pictures in the book and recall the story. They excitedly talk about the different animals and identify which have pointy ears.
- The childminder successfully recognises that the children need support to regulate their emotions. However, she is yet to provide them with a wide enough range of opportunities to fully support them to develop the vocabulary they need to better express themselves and explain how they feel.
- Care practices are good. The childminder speaks to children in a calm and respectful way. She seeks children's permission to engage in their personal care. The childminder involves them in their care routines. She explains what she is doing and asks them to help by, for example, raising their legs and holding the wipes. Children sleep peacefully in comfortable surroundings. The childminder

and co-childminders take turns to check on sleeping children to ensure they are safe and well.

- The childminder plans a variety of outings to support children's understanding of the world around them. She and her co-childminders regularly take children out to visit places of interest in the local community. They visit the park, local playgroups and sometimes have lunch in a café. This supports children to learn social skills and mix with a wider range of adults and children. However, the childminder is yet provide children with enough experiences to fully support their understanding of difference and develop an appreciation of diversity.
- The childminder and her co-childminders reflect on the quality of care and education they provide. They have daily discussions about their practice and how the curriculum is working for the children who attend. The childminder is keen to continue with her professional development. She regularly attends training to enhance her knowledge and skills.
- The childminder has good relationships with parents. She shares information with them about children's time at the setting in a range of ways. The childminder speaks with parents at drop-off and collection times and uses digital messages to keep them updated about children's care needs and achievements. Parents are very happy with the service she and her co-childminders provide. They comment on the progress their children make and how welcoming the childminder and co-childminders are.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe from harm. She knows of the potential signs and symptoms that a child may display if they are at risk of harm. The childminder is confident on the procedures to follow should she have a concern about a child's welfare. She knows how to appropriately respond to an allegation made against herself or one of her co-childminders. Together with her co-childminders, they check the environment each day to ensure children play in a safe space. The childminder supports children to understand the importance of personal safety. She teaches them how to cross the road safely and reminds them not to talk to strangers.

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

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

- provide children with even more experiences to help them develop the vocabulary they need to fully express their emotions and feelings
- support children to develop an even better understanding and appreciation of similarities and differences between themselves and others in the community and wider world.

## Setting details

<b>Unique reference number</b>	EY416606
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	10265053
<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>	0 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	23 May 2017

## Information about this early years setting

The childminder registered in 2010 and lives in Hereford. She works with her mother and sister, who are also registered childminders, at her mother's home in Hereford. The childminder holds a relevant childcare qualification at level 3. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for family holidays. The childminder offers funded early education places for two-, 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 that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector took account of the views of parents through written documentation.
- The inspector looked at required documentation, including evidence of the suitability of those living in the household.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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