

Childminder report

Inspection date: 25 January 2023

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 are very happy and settled in the childminder's care. They form secure relationships with her. Children enjoy lots of cuddles from the childminder. This helps them to feel safe and secure. Children independently access a good range of age-appropriate play resources. Babies and young children know what the childminder expects from them, for example to sit at the table to eat their meals. Young children climb onto their seats and attempt to fasten the safety straps. The childminder swiftly secures them into their seats and gently explains that the straps are used to keep them safe.

Babies develop strength in their legs as they cruise around the furniture. They hold on tightly to the childminder's fingers and carefully put one foot in front of the other. Young children interact positively with visitors. They smile and invite them to join their play. Children excitedly dance to action songs. Babies are keen to join in. They wriggle and move their bodies up and down to the sounds of the music. Children are beginning to learn about the world around them. The childminder takes them to visit places of interest in their local community. They visit the park, have drinks at a café and attend toddler groups. This helps children to develop confidence in wider social situations. Children make good progress at this welcoming setting.

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

- The caring and kind childminder provides children with a very clean and organised environment. She has a secure knowledge of how children learn and develop. The childminder regularly observes children's play and makes assessments of what they know and can do to help them move forward in their learning.
- The childminder has high expectations for children's behaviour. She has a gentle approach and speaks to children in a respectful way. The childminder softly reminds children to use good manners. Young children learn to say 'please' and 'thank you'.
- Children are developing early mathematical knowledge and skills. Babies focus on building small towers and giggle as they knock them down. Young children are beginning to understand positional language. For example, they follow the childminder's instructions as they put the hay inside the trailer and the trailer behind the tractor.
- The childminder knows what she wants children to learn from planned play activities. She encourages young children to correctly pronounce words and uses short sentences to promote their understanding as they play with the farm animals and tractors. However, at times, the childminder misses opportunities to further extend children's learning. She does not always recognise children's

emerging interests quickly enough to offer them the level of support they need to continue and extend their learning.

- The childminder supports children's good health. She reminds them to wash their hands at regular intervals throughout the day. Children learn about the importance of good oral hygiene. The childminder encourages them to brush their teeth after mealtimes. She follows children's sleep routines from home. Children sleep peacefully in comfortable surroundings. The childminder regularly checks on them to ensure they are safe and well.
- Good settling-in procedures ensure children are ready for the move from home to the childminder. The childminder tailors settling-in sessions to meet children's and families' individual needs. Parents are invited to stay-and-play sessions. This helps them all to become familiar with their surroundings and to build good relationships with the childminder from the start.
- Partnerships with parents are good. The childminder gathers a range of information from parents on induction about their children's care needs and achievements. This helps her to plan for their learning from the outset. The childminder shares information with parents on a daily basis. For example, she speaks to them at the start and end of the day and uses daily diaries as a two-way flow of communication. Parent feedback is extremely positive. They comment on the 'love and support she gives to children' and state they 'do not know what they would do without her'.
- The childminder knows what she does well and identifies further areas for development. She attends some training. However, she is yet to consider a targeted approach to her professional development to further improve her knowledge and skills to raise the quality of her teaching to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends mandatory training to keep her knowledge and skills up to date. She demonstrates a secure understanding of safeguarding practice. The childminder is aware of the signs that may indicate a child is at risk of abuse, including when a child may be subject to extreme views or behaviours. She knows the procedure to follow should she have to report a concern about a child's welfare. The childminder checks her home and garden on a daily basis to ensure any hazards or risks are removed or minimised.

What does the setting need to do to improve?

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

- respond even more rapidly to children's emerging interests to further support them to continue and extend their learning
- target professional development opportunities more precisely to raise the quality

of teaching to an even higher level.

Setting details

Unique reference number	223376
Local authority	Herefordshire
Inspection number	10265251
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	31 May 2017

Information about this early years setting

The childminder registered in 1995 and lives in the Hunderton area of Hereford. She operates all year round from 7.30am to 5.30pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder offers funded early education places for two- and three-year-old children. She holds a relevant childcare qualification at level 3.

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector took account of the views of parents through written 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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