

Childminder report

Inspection date: 23 January 2023

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

The experienced childminder is warm, caring and kind. She develops strong relationships with children and their families and puts them at the centre of her practice. Children form strong bonds with the childminder and actively seek her out to share experiences with them. Children express themselves confidently. The childminder is sensitive and supportive in her role within the children's learning. She follows the children's lead and supports them to make choices about where and with what they want to play. This helps to empower children and build their confidence and self-esteem.

The environment is carefully organised and labelled. This enables children to find the resources they are looking for quickly, in order to support their play and independence. Children enjoy learning about festivals and celebrations from around the world. They reflect on past learning and can talk enthusiastically about what they can remember. For example, children are able to reflect on Halloween and the features of a pumpkin. Children enjoy listening to music. They use well known tunes and make up new words as they play. Children use props and dressing-up resources to support their role play. They act out everyday experiences as they pretend to make food and drink and develop their imagination as they dress the childminder up as a pirate.

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

- The childminder has high expectations of children's behaviour. She has clear and consistent boundaries, both in and out of her setting, which supports children to learn to behave appropriately. The childminder takes children into the local environment regularly. When leaving home, the childminder has routines to support children to get involved in staying safe. For example, when children leave the house and go to the car, they know that they have to wait at the gate to check it is safe, before continuing to the next part of their journey.
- The childminder continues with her professional development in order to give the children in her care better experiences. She uses online training and childminder support groups to further her understanding of child development and how to improve her environment. For example, the childminder has been working on creating opportunities to teach children new information through tough-spot activities. The childminder has planned a whole week of exploratory and sensory activities to support with the learning of Chinese New Year. Children respond to the activities with excitement and intrigue.
- The childminder demonstrates a good understanding of how to support children's progress. She promotes communication and language skills well. As children play with foam bricks for a sustained period of time, the childminder encourages them to talk about what they are doing. Foam bricks become a

castle, a chair, a bed, a tower and eventually a robot face. The childminder supports children to join in with joint problem-solving. For example, children think about why some of the toy people do not fit into the brick holes. This leads to a discussion about size and shape.

- Parent partnerships are good. The childminder uses different methods of communication to keep in touch with parents and share information. The childminder shares children's next steps with parents and is able to give examples of how parental feedback has had an impact on how she supports the children in her care. For example, when a parent notices that their baby is making steps towards crawling, the childminder ensures that she allows the baby plenty of opportunities for tummy time to help them practise this skill. However, occasionally, the childminder does not extend learning for the older children well enough, to challenge them even more and help them make the very best progress.
- The childminder encourages children to develop their own independence and promotes their self-care skills well. Children confidently manage and attend to their own personal care. For example, they tell the childminder before they take themselves to the toilet, and remember to wash and dry their hands afterwards.
- The childminder supports children to form friendships and develop their social skills. She takes them to various groups and activities throughout the week. The childminder understands that the COVID-19 pandemic has impacted on young children and their social skills. She has supported the children in her care to grow in confidence by offering a secure base for children to return to when they need reassurance.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure, and the childminder supervises the children well throughout the day. She risk assesses her home, and any trips she takes to the local environment, in order to keep the children in her care safe. The childminder is clear about safer sleeping practices. She understands local safeguarding guidance and procedures and is confident she can get the right support when required. The childminder keeps up to date with both local and national safeguarding training.

What does the setting need to do to improve?

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

- provide older children with activities that challenge them and help them to make even better progress in their learning.

Setting details

Unique reference number	EY411705
Local authority	Worcestershire
Inspection number	10264400
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 12
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 June 2017

Information about this early years setting

The childminder registered in 2010 and lives in Redditch. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3.

Information about this inspection

Inspector

Emily Garner

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 inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke to the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023