

Childminder report

Inspection date:

26 September 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children form secure relationships with the caring and kind childminder who knows them well. They display a strong sense of belonging and demonstrate they feel happy and settled in her care. The childminder is attentive and responds warmly to children's individual needs. She offers them cuddles, praise and reassurance throughout the day. Babies and young children sleep peacefully. The childminder regularly checks on them to ensure that they are safe and well.

Children make good progress in their learning and development because the childminder plans an ambitious curriculum around their individual needs. Young children develop a love of books and stories. For example, they listen attentively as the childminder reads them a story about a tractor. The childminder promotes children's attention and supports them to focus. She encourages them to carefully turn the page and look at the pictures. The childminder engages young children in thoughtful conversations. Together, they identify the difference between a combine harvester and a potato harvester. She uses facial gestures, single words and associative sounds to support babies and less-verbal children to develop their emerging speech. The childminder helps babies to develop their core strength. She places babies on their tummy so they can attempt to roll over and move around. The childminder sits alongside them to keep them safe and offer encouragement.

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

- The childminder has improved her practice since her last inspection. She sought support from the local authority improvement adviser and enrolled on a mentoring training programme to help improve her knowledge and skills and raise the quality of her teaching to a good level. The childminder is keen to continue with her professional development and is partway through an online training course to update her knowledge of child development.
- The childminder knows what she does well and identifies areas for further development, such as carrying out training to keep her knowledge and skills up to date. However, up until now, the childminder has not focused professional development opportunities on supporting children who speak English as an additional language. She is yet to consider ways for them to use their home language in their play to fully support their emerging speaking skills.
- The childminder plans effectively for children's learning from the outset. She seeks a range of information from parents when children start at the setting. For example, they complete an 'All About Me' form which seeks information about children's routines and previous learning.
- The childminder makes regular assessments of what children know and can do and what they need to learn next. She adds these details to children's personal daily diaries so that parents can continue or extend their learning at home.

However, at times, the planned next steps for children's learning are too broad and are not precise enough to fully support them to make the best possible progress at home and in her setting.

- Partnerships with other settings children attend are effective. The childminder recently introduced a two-way daily diary to share information with other providers. This helps to promote a consistent and complementary approach to children's learning.
- The childminder identifies when children are not at their expected levels of development. She knows the procedures to follow should she need to seek support from other professionals to address any gaps in children's learning.
- The childminder has high expectations for children's behaviour. She speaks to children in a respectful manner. The childminder gently reminds them to share and take turns and to use good manners.
- Children have daily opportunities for fresh air and exercise. The childminder takes children out for walks into the local countryside each day. Children excitedly look for animals and observe the farm machinery at work.
- The childminder develops good relationships with parents from the start. She tailors settling-in sessions to meet children's and families' individual needs. Parents are happy with the service the childminder provides. They comment on her good communication and the warm relationships their children have with her and her family.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out daily safety checks on all areas of her home and garden to minimise any hazards to children. She ensures that her dogs are locked in their outdoor kennels when children are present. The childminder attends child protection training to keep her knowledge up to date. She is aware of the signs and symptoms that may indicate a child is at risk of abuse or neglect. The childminder knows the procedures to follow should she have a concern about a child's welfare. She has a good understanding of what to do and who to contact should an allegation be made against her or a member of her household.

What does the setting need to do to improve?

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

- strengthen knowledge of supporting children who speak English as an additional language, to help them make even better progress in their emerging speaking skills
- review children's planned next steps in learning to make them even more precise and share these with parents to fully support children to make the best possible progress at the setting and at home.

Setting details

Unique reference number	223373
Local authority	Herefordshire
Inspection number	10281205
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 7
Total number of places	6
Number of children on roll	11
Date of previous inspection	8 February 2023

Information about this early years setting

The childminder registered in 1999 and lives in Leominster. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Tina Smith

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about how she organises her early years provision, including the aims and rationale for her curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- 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.

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