

Childminder report

Inspection date:

13 September 2022

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 confident, secure and eager to learn. They have a good rapport with the childminder and settle quickly. Younger children are confident to explore the resources around them and check in with the childminder for a cuddle and support when needed. The childminder is encouraging and enthusiastic. Children have big smiles throughout the day and become proud of their own achievements.

Children make positive improvements in their physical development. They carefully use their fingers to pick leaves out of play dough and notice the patterns they've made. They practise their finger dexterity as they move elastic bands on a pegboard to create different shapes. The childminder uses an array of art and craft activities to help children learn to grasp different utensils and use them in a variety of ways. For example, they use moulding foam to make snowmen and bend material into a torch for the Olympics.

Children become increasingly independent. They choose their own fruit at snack time and peel their own bananas. They happily tidy up after themselves and know to put any rubbish in the bin. Children learn about their own safety when crossing the roads and understand what the traffic lights mean. They begin to learn how to take care of themselves.

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

- The childminder accesses a vast array of training courses to keep herself up to date. She has built a network with other childminders and local area support to help her to keep standards high. The childminder evaluates her own practice and works to create new opportunities for children to extend their learning.
- The childminder understands early learning and development. She skilfully embeds all seven areas of learning into her activities. The childminder creates a stimulating environment where children are eager to learn and progress well. The childminder implements effective strategies to help children with special educational needs and/or disabilities (SEND) to progress well. These children become settled and follow their interests. The childminder supports them to extend their learning, and they use their knowledge and understanding to access a wide range of resources.
- The childminder skilfully helps children to extend their own interests. For example, children watch factual videos about space to learn the names of various planets. They create rockets and spacemen using resources of their own choice, such as making the moon out of a balloon and paper-mache. Children enjoy using the names of their favourite dinosaurs during a visit to a dinosaur exhibit.
- Children make vast improvement in their language. Older children talk in full

sentences, voice their opinions, think for themselves and learn through trial and error. The childminder supports all children, including those with SEND, to communicate their needs and wants. Children with SEND are confident in their non-verbal communication to tell the childminder when they want a cuddle or need a drink. Children discuss what they are having for lunch and make plans for their play. They explain what resources they want to use next.

- The childminder provides good opportunities for children to develop their social skills. Children learn about the people in the local community. They enjoy opportunities to make new friends at the local playgroup and during walks in the woods. Children learn about St. Patrick's Day, Christmas and Easter. However, the childminder does not fully extend opportunities for children to learn about similarities and differences in the diverse world in which they live.
- The childminder gathers extensive information from parents when a child first attends. She endeavours to build a relationship with the child's parents and families to allow for continuity of learning and a consistency of attachments. The childminder verbally shares information with parents on a daily basis, and together they support children to achieve the next steps in their learning. Parents are extremely happy with the high-quality care and education the childminder provides for their children. They state that the childminder is a 'role model and a friend' to their children and say how their children come on in 'leaps and bounds'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly keeps up to date with local safeguarding concerns through her local authority. She is aware of signs and symptoms that may indicate a child is at risk of abuse. The childminder understands local protocols and who to contact if she has a concern for a child in her care. She is vigilant about a wide range of child protection issues, such as the 'Prevent' duty, and knows that there are outside agencies where she can get advice if needed. The childminder has an up-to-date paediatric first-aid certificate and understands the actions needed in a medical emergency.

What does the setting need to do to improve?

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

- extend opportunities for children to understand similarities and differences in our culturally diverse world.

Setting details

Unique reference number	208359
Local authority	Telford & Wrekin
Inspection number	10234325
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	10 October 2016

Information about this early years setting

The childminder registered in 1994 and lives in Telford, Shropshire. She operates from 8.30am to 2.30pm Monday to Friday all year round, except for family holidays. The childminder holds an appropriate qualification at level 3. She receives funding to provide free early years education for three-year-old children.

Information about this inspection

Inspector

Sophie Van Harten

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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector talked about the curriculum and what she wants children to learn.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the quality of education being provided indoors, and assessed the impact that this was having 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.

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