

Childminder report

Inspection date: 16 August 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the care of this highly knowledgeable and experienced childminder. They receive a warm and enthusiastic welcome in this nurturing environment. Babies who have only recently started at the setting are very happy and content. They show that they are forming strong bonds with the childminder and feel safe and secure in her care. Children settle to enjoy the range of experiences on offer. For example, babies explore sensory toys, such as textured balls and crinkly books. These support them to explore and start to build on their curiosity of the world around them. Older children use their imagination as they paint or use play dough to create their masterpieces. The childminder skilfully uses activities to develop an engaging curriculum, which builds on children's emerging skills.

Children's behaviour is good. They begin to understand rules and boundaries. They know to use their manners, share toys and take turns. If disagreements arise, the childminder supports children to manage their own emotions and think of others. She teaches them right from wrong and to treat each other as they would like others to treat them. This supports children to develop life skills as they start to understand and control their own emotions. Children develop high levels of independence. The childminder supports them to put on their own coat and shoes. She ensures that children have a go at tasks before she steps in to help them. For example, toddlers peel and chop their own fruit for snack time. This helps to develop children's self-confidence and encourages them to have a can-do attitude.

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

- The childminder has an excellent understanding of child development. She builds the curriculum around children's interests and any gaps in their learning. For example, the childminder provides exciting and stimulating resources to encourage and entice babies to roll over. She supports older children to find numbers and letters in the environment, which they find exciting and enjoyable. This supports children's next stages in their learning.
- The childminder has great experience and expertise in developing children's communication and language skills. She engages with babies with calm and nurturing interactions. She sings and talks to babies during their play and they respond with babbling and early attempts at sounds. The childminder promotes older children's language development by ensuring that they hear lots of language. She narrates children's play and asks them open-ended questions, giving them time to think before they respond. She role models language and supports children to pronounce words and syllables correctly. This gives babies and children the tools they need to develop strong language skills.
- Children have lots of excellent opportunities to gain experiences outside the

childminder's home. They access the local library, soft play and parks. The childminder takes them on walks to the local forest, where they look at nature and the environment. She ensures that the children fully engage with the broad and exciting activities. Children carry an eye-spy chart and magnifying glasses. They seek and search to see if they can identify items on their charts. They collect leaves and conkers for crafts and nature tables. This teaches children about their community and the world around them.

- The childminder has a strong ethos of evaluating her practice. For example, she asks parents for feedback on her service and for any suggestions to improve. The childminder seeks meaningful training for her professional development. She identifies courses and training she requires from the needs of the children. For example, she completes training to support children with special educational needs and/or disabilities (SEND). This ensures that she fully understands how best to support children and that all children, including those with SEND, make the best possible progress.
- Parent partnership is excellent. Parents report how happy they are with the childminder's service. They feel communication is excellent, and the childminder is always on hand to give help and support. Parents receive reports on their child's developmental milestones and daily activities through verbal conversations and social media. Parents value the trusting relationship their children have built up with the childminder and would recommend her service to others.
- The childminder is skilful at identifying the care needs of babies. She picks up on their cues for food or comfort and meets their individual needs. She provides an exceptionally high level of care and nurturing. For example, when giving babies a bottle, she ensures that she is sitting comfortably. She holds them in her arms and gives them eye contact, which they reciprocate. This is especially important for young babies' emotional development.
- The childminder has a strong emphasis on children's health and well-being. She ensures that children play outdoors each day for physical exercise and fresh air. Babies have daily tummy time to build on their core muscles. The children bring a packed lunch from home, and they sit together and have a social meal. The childminder ensures that children wash their hands before food and after using the toilet. This supports children to have a healthy lifestyle.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the signs and symptoms of abuse and understands the procedures to take if she felt a child was at risk of harm. She can explain the procedures she would need to take should there be an allegation against a family member. The childminder has completed current paediatric first aid and safeguarding training. The environment and resources are clean and well maintained. The childminder teaches children about safety. For example, when going out of the home, she talks to them about road safety and stranger danger. She carries out risk assessments on the environment to ensure that the children

are kept safe.

Setting details

Unique reference number	208459
Local authority	Telford & Wrekin
Inspection number	10301725
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	3
Number of children on roll	4
Date of previous inspection	4 January 2018

Information about this early years setting

The childminder registered in 1995 and lives in Telford. She operates all year round, from 8am to 5.30pm, Monday to Thursday, and from 8am to 3pm on Fridays, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Sue 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 they discussed how she ensures it is safe and suitable.
- Parents and carers shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.

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