

Childminder report

Inspection date: 13 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

Children are warmly welcomed into the home of this loving childminder. They settle well and develop very good relationships with her and other children. Children confidently explore the childminder's home, making choices about what they wish to play with. Children communicate with the childminder, letting her know what they would like to do next. The childminder helps children to carry the train track to where they would like it and gets on the floor with them to play. Children enjoy sharing their experiences with the childminder. For example, they problem solve when trying to find the correct pieces of track, but know that they can ask for help if needed.

Children's experiences are a priority for the childminder. She skilfully crafts an enticing environment that engages children in focused learning. Children grow their own fruit and vegetables in the garden as they explore healthy eating. They develop physically and manage risk through opportunities to climb and balance on outdoor equipment. The childminder responds to each child's interests and provides experiences that extend their knowledge of the world. For example, children go on trips to the garden centre, where they choose colourful exotic fish for the childminder. This offers children a sense of belonging.

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

- The childminder creates a warm and stimulating environment, where children are confident to explore using their natural curiosity. Through the childminder's nurturing guidance, children feel confident in new situations and with new people. The childminder ensures that children go on regular trips that give them opportunities to explore the world around them. For example, when children show an interest in vehicles, the childminder takes them on visits to an air force museum. They explore the aeroplanes and other aircrafts. These hands-on experiences provide children with a love of learning.
- The attentive childminder provides smooth transitions for children. Before they start attending her setting, children and families get to know her and build a trusting relationship. This supports a positive transition into the childminder's care. Each day, younger children benefit from taking the older children to school. This provides them with the opportunity to get to know the school and staff that they will eventually be with. Attending achievement assemblies at the local school provides children with inspiring experiences. This promotes children's sense of self and confidence.
- Children make excellent progress in their communication and language development. The childminder models rich vocabulary throughout the day and talks to children about their experiences. For example, when playing with the trains, the childminder talks to the children about the time they went on a train

together. The childminder asks appropriate questions to check children's understanding. However, she does not always maximise opportunities to work on children's individual targets.

- Children enjoy sharing stories with the childminder. They bring her books to read with them and talk about some of the pictures that they can see. Children are taught how to care for books. They hold them carefully and place them back on the book stand when they have finished with them. Visits to the library further reinforce children's love of literature. They delight in choosing their own books to bring back with them and share with friends.
- The childminder has very good partnerships with parents. She frequently communicates with them about their children's development and shares their experiences. Younger children take home a daily diary that shares information about their eating and sleeping habits, as well as their achievements. Parents state that their children have come on in 'leaps and bounds' and explain that the childminder also supports them as adults.
- The childminder regularly reflects on her practice and evaluates her training needs. She keeps up to date with legislation and attends regular training to update her knowledge. The childminder is devoted to creating positive experiences for all children. She recently attended training in food allergies and intolerances, to support children's dietary requirements. This ensures that all children receive enriching experiences, regardless of their health needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding of how to keep children safe in her care. She conducts appropriate risk assessments and ensures that children are always well supervised. For example, she uses stairgates appropriately to ensure that children do not access rooms without her. The childminder has good knowledge of the signs and symptoms of abuse. She knows where to seek advice and who to report concerns to. She has attended additional training to strengthen her knowledge and understanding of safeguarding issues, such as preventing radicalisation and extremism. This helps to keep children safe.

What does the setting need to do to improve?

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

- make the most of opportunities to develop children's next steps for learning even more.

Setting details

Unique reference number	208463
Local authority	Telford & Wrekin
Inspection number	10265178
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	2 to 2
Total number of places	6
Number of children on roll	9
Date of previous inspection	26 May 2017

Information about this early years setting

The childminder registered in 1993 and lives in Telford, Shropshire. The childminder operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Ali Myers

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 they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- 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.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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