

Childminder report

Inspection date: 17 June 2024

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

The childminder is kind, caring and very nurturing towards children. This helps them to feel safe and emotionally secure in her care. The childminder offers children copious amount of praise for their achievements. Children show great delight and confidently share their triumphs with visitors. Children behave well. They know what is expected of them because the childminder gently reminds them of the house rules. Children learn to share and take turns. They wait patiently for their turn to ride on the scooter in the garden.

The childminder's curriculum is ambitious and varied. Children confidently make choices from the range of stimulating experiences on offer. For example, children enjoy making fruit and herbal teas. They persevere as they concentrate pouring the water into the toy teapot and using the spoon to add the sugar. The childminder gets actively involved with their play to help extend their learning. She encourages children to smell the mint and the lemon before adding it to the water and asks them questions to encourage them to think and share their ideas and thoughts. Children make good progress in all areas of their learning. They are gaining the skills to help prepare them for their move to school.

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

- The experienced childminder is passionate about providing good quality care and learning experiences. She demonstrates a positive attitude to professional development opportunities. She attends regular webinars to update her good knowledge and skills. She completes ongoing research and meets regularly with other childminders to share good practice. This helps improve the outcomes for children.
- The childminder has a very good understanding of how young children learn. She understands the importance of sequencing the curriculum to help children to build on their knowledge and skills. She provides a range of exciting and interesting activities that children of all ages enjoy. However, the childminder does not always fully implement the planned learning intentions to further support what children need to learn next.
- The childminder encourages children to develop a love of books. They are able to access books independently. The childminder encourages children to recall favourite stories from familiar books. Children talk excitedly about how they have recently planted 'magic beans' after reading the story of 'Jack and the Beanstalk'. The childminder promotes children's communication and language skills well. She engages them in frequent conversations and discussions. She sensitively repeats words back to children modelling the correct pronunciation. This helps children to become confident communicators.
- The childminder places a strong emphasis on helping children develop their

independence. She encourages children to do things for themselves, such as cutting their own fruit up at snack time and feeding themselves with a fork and spoon at mealtimes. Children confidently put on their own shoes and coats before going outside to play in the garden.

- Parents speak highly about the care and education their children receive. They appreciate the regular updates they get about their learning and development. They say that they would recommend the childminder to other parents without hesitation and that they feel very lucky to have her in their lives.
- Children benefit from visiting different places in the local community with the childminder. They talk fondly about how they enjoy going to the park and playing on the slide. They attend various stay-and-play group sessions, meeting up with other local childminders and their children. This provides children with the opportunity to develop their social skills and develop friendships with others.
- The childminder supports children to develop healthy lifestyles. She provides children with a range of fresh snacks and works with parents to ensure packed lunches are healthy and balanced. The childminder reminds children of the importance of washing their hands before eating and after using the toilet or potty. Children benefit from daily fresh air and exercise accessing the garden daily and walking to the local school to drop off and collect the older children attending the setting.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- build further on adult-led activities to focus teaching more precisely on the planned learning intentions, to further support children's learning.

Setting details

Unique reference number	223727
Local authority	Shropshire
Inspection number	10348984
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	16 November 2018

Information about this early years setting

The childminder registered in 1993 and lives in Wem, Shropshire. She operates all year round, from 8am to 5.30pm, 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

Amanda Tompkin

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 teaching during activities and assessed the impact this has on children's learning.
- The childminder and the inspector discussed the childminder's intentions for children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder.
- The views of parents were taken into consideration by reading written references.

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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