

Childminder report

Inspection date:

3 September 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the exceptionally nurturing and stimulating environment the childminder provides. She designs a rich and varied curriculum, carefully planning experiences that challenge, inspire and extend each child's learning. From the outset, she gathers detailed information from parents about each child's likes, dislikes, current abilities and areas for development. This ensures that every learning opportunity is meaningful and tailored to individual needs. Outdoor learning is a key feature of the setting, with the changing seasons driving much of the planning. Children develop a strong connection with nature and gain a broad range of skills through hands-on experiences. For example, during regular visits to the local woods, children explore the lifecycles of plants and animals. They also develop early writing skills through mark making with natural materials, such as mud and sticks, or express their creativity by making mud faces on trees.

Children's behaviour is exemplary. They show kindness and consideration towards one another, sharing toys and taking turns with resources. They understand the setting's expectations clearly and confidently remind their peers of the rules. For example, when coming indoors, children independently remind each other not to wear wellington boots inside. The childminder acts as a positive role model, consistently reinforcing good manners and respectful behaviour. She uses frequent praise and encouragement to build children's self-esteem and promote positive interactions. When challenging behaviour occurs, she offers calm, age-appropriate explanations that help children understand the impact of their actions. This reflective and respectful approach supports children in developing their own strategies for managing behaviour and resolving conflicts, laying strong foundations for emotional regulation and social development.

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

- The childminder provides a language-rich environment that supports all children effectively in developing their communication and language skills. She introduces new and vocabulary such as 'coriander' and asks open-ended questions to encourage children to engage in conversations. Children confidently communicate with each other, using language purposefully in their play and interactions. The childminder regularly reads stories, promoting children's interest in language and literacy. As a result, they make excellent progress in their speech and language development and are excellent communicators.
- Children's creativity is exceptionally well nurtured within the setting. They are encouraged to express their ideas freely and are given the time and resources to explore and develop them independently. For example, during a sensory play activity with dry rice, children chose to fill cardboard tubes and proudly tell the childminder they had made musical instruments. Children confidently experiment

with materials, learning through purposeful, imaginative play.

- Children engage in rich, sensory experiences, such as exploring a tuff tray filled with a variety of fresh herbs. Equipped with child-safe scissors, they are invited to 'snip' the herbs, developing fine motor control and coordination. The childminder skilfully extends this activity with high-quality interactions, encouraging children to smell, name and discuss the herbs. She explains how herbs can be used in cooking, building children's knowledge of the world.
- Partnerships with parents are extremely strong. The childminder comes highly recommended, with testimonials highlighting her warm, fun and attentive presence. Parents value the regular updates they receive and comment on the strong communication. Parents say that their children return home full of stories about their day, reflecting the rich and engaging experiences offered.
- The childminder places great emphasis on professional development for herself and any assistants. They hold daily discussions about activities, children's next steps and how they can improve outcomes. Training is prioritised and used effectively, with improvements regularly implemented in practice. The childminder accesses support from her childminding network, and both she and her assistants actively support one another's well-being.
- The childminder values and celebrates each child's background, actively involving parents in discussions about their heritage and culture. She uses this information thoughtfully to provide meaningful learning experiences, such as food tasting and exploring cultural artefacts. This helps children develop respect and curiosity about diversity. The childminder also supports children's understanding of different family structures and life events, which supports their understanding of the community they live in.
- The childminder places high importance on promoting children's health and well-being. Children enjoy nutritious snacks and home-cooked meals and have continuous access to fresh drinking water. Daily outdoor play is prioritised, giving children regular opportunities for fresh air and physical activity. Whether exploring nature, using physical equipment or engaging in active games, children develop strong physical skills and an understanding of the importance of an active lifestyle. The childminder supports children to make healthy choices and establish lifelong habits that promote their well-being.
- The childminder maintains strong links with the local school, which significantly supports smooth and positive transitions for children. Children feel confident and well prepared as they move on to their next stage of learning. The childminder places a strong emphasis on developing independence and self-care skills, such as dressing, managing personal hygiene and making choices during the day. As a result, children become confident, capable and well equipped for the routines and expectations of school life.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	223915
Local authority	Shropshire Council
Inspection number	10408330
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 10
Total number of places	12
Number of children on roll	13
Date of previous inspection	30 January 2020

Information about this early years setting

The childminder registered in 2000 and lives in Shrewsbury, Shropshire. She operates Monday to Friday, from 7.30am until 5.30pm, all year round, except for personal holidays. The childminder works with assistants each day. She holds an appropriate level 3 qualification. The childminder provides early education funding for all eligible children.

Information about this inspection

Inspector

Sue Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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.

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