

Childminder report

Inspection date: 30 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have a positive start to their education with the childminder. They are happy and safe. Children of all ages play beautifully together. They have warm relationships with the childminder and with each other.

Children are polite and demonstrate good manners. They behave well and understand what is expected of them. Older children are considerate and thoughtful towards younger children. They read to them, which helps to promote a love of books from an early age.

The childminder sets high expectations for children in their learning. Children are challenged to think of their own answers to problems. For example, children carefully consider which colour paints to mix together. They make predictions and confidently test out their ideas, helping them to develop resilience. Children make good progress in their learning.

Children explore nature as they take part in regular walks around the local area. They learn to respect and care for living things, showing particular interest in learning about insects. Children form a wider group of friends as they meet with other local childminders. They share experiences with them, such as picnics and sports days.

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

- The childminder knows children well. She plans detailed next steps to help children make good progress in their learning. The childminder has a good understanding of child development and uses this to ensure children's knowledge and skills develop over time.
- Children benefit from high-quality teaching. The childminder treats everyday moments as learning opportunities. She extends children's learning well. For example, the childminder teaches children early mathematical concepts as they role-play shops. This helps children to master basic maths skills.
- Children have positive attitudes towards learning and work enthusiastically in collaboration with each other. They develop their imaginations as they build unique and individual creations with small bricks. Children are eager to share their creations with the childminder. They are excited to learn new skills and this helps them to make good progress.
- At times, the childminder demonstrates good hygiene routines. Children wash their hands before they eat and the childminder cleans surfaces before meals. However, on occasion, some routines are not consistently reinforced. For example, when children sneeze and share foods. This means that these routines are not firmly embedded in order to support children's good health and hygiene.

- Children demonstrate good independence skills as they put on their own aprons and shoes. Older children go to the toilet and wash their hands confidently. The childminder encourages children to have a go themselves before helping. This helps to develop children's independence and self-care skills.
- The childminder has positive relationships with children. She is nurturing and provides care and comfort to children. Children readily accept cuddles. They are eager to involve the childminder in their play. The childminder enthusiastically plays with children, which helps children to feel settled and secure.
- The childminder continually develops her practice. She undertakes a wealth of courses and professional development opportunities. These are chosen to help meet the needs of children. For example, the childminder has taken part in training on communication and language. This helps to support children's individual needs.
- Parents are very happy with the childminder. They praise the communication they receive and how their children are developing. The childminder keeps in touch with regular messages to parents as well as daily conversations. This helps to ensure positive partnerships with parents and supports continuity between home and the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the different types of abuse and knows what signs to be alert for. She knows how to report any concerns that she has. The childminder has sound procedures in place for a variety of scenarios. For example, if an unfamiliar adult comes to collect children.

The childminder helps children learn how to keep safe online, working in partnership with parents. This helps children to understand the risks online. The childminder completes regular risk assessments to help her to identify and remove hazards. This helps her to provide a safe environment for children. The childminder shows good consideration for sun safety. For example, children wear hats when playing outside in hot weather.

What does the setting need to do to improve?

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

- ensure hygiene routines are firmly embedded so that children know what is expected of them at all times.

Setting details

Unique reference number	2506642
Local authority	Shropshire
Inspection number	10207769
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 5
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Shrewsbury, Shropshire. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Amanda Richards

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 provision.
- The childminder and inspector completed a learning walk together and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.
- The inspector carried out a joint observation with the childminder.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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