

Childminder report

Inspection date: 13 June 2025

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 understands children's starting points and begins by supporting their personal and emotional development. He recognises that a strong sense of security is essential for effective development. Drawing on his training, he fosters secure attachments by getting down to children's level and speaking to them calmly. The childminder actively promotes children's positive behaviour and communication by encouraging them to sit nicely and use their 'listening ears' during group activities. He gives them a 'high five' to acknowledge their efforts, such as when young children clap along to familiar songs. This boosts their confidence and encourages children's continued participation.

Children of all ages enjoy physical play. For instance, younger children learn to navigate safe risks as they climb up and down the indoor climbing equipment. Older children challenge themselves by climbing over the top and coming down the other side. The childminder stays close, supervising and encouraging them. This gives children a strong sense of safety and reassurance. Children learn good health and hygiene routines. For example, the childminder consistently encourages them to wash their hands after using the toilet. He explains how handwashing helps to get rid of germs. This supports children's understanding of the importance of routines.

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

- The childminder has a clear understanding of how to build on children's current skills. For example, younger children build with blocks to develop their hand-eye coordination before progressing to threading activities, which further refine their fine motor skills. As a result, children make good progress from their individual starting points.
- Together with his co-childminder, the childminder carefully observes children's behaviour and monitors their development. They identify emerging needs early and respond appropriately. For example, they provide one-to-one support to close gaps in children's learning, involve parents and carers and external professionals and initiate referrals when necessary.
- The childminder and his co-childminder use an online app to share information with parents about their children's development, daily activities and attendance. Parents appreciate the excellent care and support their children receive. They say their children look forward to attending each day. Giving the setting a '5-star rating', parents praise the childminder for fostering their children's growing confidence and new skills.
- The childminder skillfully weaves mathematics into everyday play experiences. For example, he encourages children to count out their beads before placing them onto the string. He asks questions such as, 'How many do we have?' and

'How many more do we need?' to promote their mathematical thinking. He counts alongside younger children, so that they hear numbers in sequence. This helps to prepare them for the next stage in their learning.

- The childminder works closely with his co-childminder to keep his knowledge and skills up to date. He completes all mandatory training, such as safeguarding and first aid. Additionally, he has undertaken safer recruitment training, taking responsibility for employing suitable individuals.
- The childminder organises training using a colour-coded matrix to schedule courses and track individual progress. He regularly discusses training outcomes with any assistants that he works with to understand what they have gained from training. This helps him to monitor the impact on their professional development.
- The childminder recognises the need to further develop his practice. At times, he allows routine tasks to take precedence over meaningful interactions and does not always identify opportunities to extend children's learning. Furthermore, some assistants need to improve how they engage with children, ensuring children consistently benefit from high-quality interactions.
- The childminder demonstrates an excellent understanding of safeguarding and child protection. He stays well-informed and alert to concerns specific to the local area. Drawing on his experience in the ambulance service, he actively supports his co-childminder and any assistants he works with in considering how they would respond in an emergency. This helps them to develop the confidence and competence needed for real-life situations.

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:

- reflect on and develop his own practice, as well as that of any assistants he works with, to ensure children consistently benefit from meaningful interactions that support and extend their learning.

Setting details

Unique reference number	2522092
Local authority	Telford & Wrekin
Inspection number	10408119
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 11
Total number of places	12
Number of children on roll	14
Date of previous inspection	8 September 2022

Information about this early years setting

The childminder registered in 2019 and operates from another childminder's home in Madeley, Telford. He operates from 8am to 6pm, Monday to Friday, during term time only, excluding bank holidays. The childminder works alongside a co-childminder and assistants, and holds a relevant Level 3 qualification. Overnight and weekend care are available upon request. The childminder provides government-funded childcare.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- The co-childminder spoke to the inspector about their plans for children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector held discussions with the childminder and his assistants about safeguarding.
- The inspector observed the interactions between the childminder, any assistants he works with and children throughout the day.
- The inspector held discussions with the childminder, any assistants he works with and children at appropriate times during the inspection.
- The views of parents were considered by the inspector through verbal discussions and feedback forms.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household.

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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