

Childminder report

Inspection date: 25 July 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 enjoy playing and learning with the childminder. They are happy and safe. Children are comforted by the childminder who is highly responsive to their feelings. She offers them comfort and soothing words to help them to feel settled.

Children behave well. They are familiar with the daily routines. For example, they understand when it is time to go out to the park, helping to put their wellies and coats on. Children have lots of opportunities to explore the world around them. For example, they go on train journeys and visit the local library. Children develop a strong sense of community as they help to pick up litter in their local area.

The childminder has high expectations of children's learning, which helps their knowledge and skills to develop over time. Singing is used as a powerful tool to help children develop new vocabulary. For example, children learn the names of animals as they sing 'Old Macdonald'. Children beam with delight as they are praised for their singing, showing great pride in their accomplishments. Children learn about rhythm as they use instruments to tap out a beat. Children respond well to high levels of challenge. For example, they develop their strength and resilience as they climb a large hill and climbing frame at the park. This helps to build their coordination and balance.

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

- The childminder knows children well. She has a good understanding of what she wants children to learn next. She uses her knowledge of child development to help her ensure that children are making good progress in their learning. This helps the childminder to provide a broad and balanced curriculum.
- Children's communication and language is supported well. The childminder extends children's phrases to encourage them to speak in sentences. She repeats key words, so children become familiar with them. The childminder uses signs and props to support children's understanding. Children learn new words at a rapid rate.
- The childminder teaches children more complex skills by modelling them for children. For example, the childminder shows children how to use a knife to chop fruit. She skilfully holds their hands to help them to learn the correct motion. Children confidently have a go themselves, practising the skills they have been taught.
- Children have positive attitudes towards learning. They become highly engaged in activities. For example, they are captivated by dough. They delight in squashing and scooping it, using spoons to manipulate the dough in a variety of ways. They are able to focus for extended periods of time.
- The childminder encourages children's independence. Children learn to wash

their own hands. Even toddlers show confidence in collecting their own tissues and are encouraged to put them in the bin once their noses are cleaned. This helps children to develop skills in self-care, supporting their positive self-esteem.

- The childminder is sensitive to children's needs and feelings. She helps children to name and understand their emotions. For example, when children feel frustrated. She teaches children to ask for help, using words and signs. This helps children to become confident in communicating their feelings and in developing an understanding of themselves.
- Parents are very happy with the standard of care provided. They praise the communication they receive, particularly daily photos. However, the childminder does not yet share information with children about how they can stay safe online.
- The childminder is proactive in developing her own skills and practice. She completes all statutory training. The childminder uses online webinars to expand her knowledge which helps her to continually improve experiences for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of different types of abuse. She knows what signs to look out for and how to report any concerns that she has. She has procedures in place that she will follow if an unfamiliar adult collects children, ensuring she would call parents to check.

The childminder regularly assesses risks to help her to provide a safe environment. She uses age-appropriate car seats when taking children on trips. When exploring on foot, she teaches children how to walk safely. She reminds children to hold hands and use the buggy board to help to keep them safe.

What does the setting need to do to improve?

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

- support children to learn about how to keep themselves safe from online dangers.

Setting details

Unique reference number	2553573
Local authority	Shropshire
Inspection number	10232055
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Oswestry, Shropshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for 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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