

Childminder report

Inspection date: 29 June 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

The childminder has high expectations for children's behaviour. Consequently, children are considerate, respectful and use good manners. For example, children eagerly work together to tidy away the toys and say 'please' and 'thank you' at appropriate times.

Children thoroughly enjoy playing with the insect sensory tray. They explore the sand, stones and plastic insects, and fill and empty little wooden buckets. During such times, children count, identify colours and learn about simple concepts, such as long and short, and heavy and light. Children engage in imaginary play as they pretend to feed the plastic insects. They search for the hidden letter shapes and correctly name them.

Children run and laugh in the garden. Under close supervision, they climb up the steps of the slide and then 'zoom' down and giggle as they land on the ground. Together, children blow bubbles and draw on the whiteboard. Children are confident, happy and develop close friendships with other children at the setting.

The childminder encourages children to learn about growth and decay. For example, children plant, care for and observe their own marigold flowers as they bloom and fade. This, along with discussion, helps to consolidate children's learning.

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

- The childminder identifies precise and measureable goals for each child to achieve. She uses a monthly theme to plan activities that engage children across all relevant areas of their learning. These themes follow children's interests, incorporate what children need to learn next and build children's vocabulary. The childminder provides exciting activities that are carefully laid out to promote children's interest, exploration and sensory development.
- The childminder has attended training about how to support children with delayed language skills. Parents comment on how their children's speech has rapidly improved because of the childminder's skills and expertise.
- The childminder regularly shares books with children to help them develop their communication skills. Additionally, she reads stories to help children understand feelings, new situations and to respect the diversity of people.
- The childminder places a strong emphasis on promoting children's early literacy skills. She encourages children to explore the shapes and sounds of letters as opportunities arise naturally through the day. She regularly plans fun letters-and-sounds activities for children. As a result, children confidently identify many letters and their sounds.

- The childminder supports children's social and emotional development extremely well. She enthusiastically uses every interaction as an opportunity to build relationships and develop children's understanding of language. The childminder is a good role model and offers gentle age-appropriate reminders to help children understand how to behave.
- The childminder provides children with regular opportunities to learn to take manageable risks and experience challenge in their play. For example, children regularly visit soft-play establishments, forests and a range of outdoor playgrounds with the childminder.
- The childminder regularly takes the children to local toddler groups. This provides children with opportunities to socialise outside of the childminder's home.
- The childminder regularly attends the early years provider network meetings and links with the local childminders. She also undertakes regular training online. This, along with welcoming any suggestions from parents, helps her to reflect on her practice and improve the overall quality of her setting.
- The childminder does not work as successfully as possible with the providers of other early years settings that children currently attend, to fully support consistency and continuity in their learning.
- The childminder informs parents about the types of activities and experiences she provides for children. For example, through daily chats, and the sharing of the daily diary and photographs. However, the childminder does not provide all parents with as much information as possible about the plans for their child's future learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends child protection training. She has a good understanding of the possible signs of abuse and a strong awareness of her responsibility to protect children from harm. Additionally, she has undertaken training to deepen her knowledge of how to identify, assess and respond to sexual behaviours in an appropriate way. The childminder carries out thorough risk assessment of her home, her garden and any outings, so that any hazards are swiftly addressed. She has completed recent paediatric first-aid training. This provides her with the knowledge and skills required to effectively administer first aid in an emergency. The childminder follows good hygiene procedures to prevent any cross-infection.

What does the setting need to do to improve?

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

- increase the information provided to parents about how they can support their child's learning at home, so that children make the best possible progress

- strengthen partnership working with the providers of all other settings children attend, to provide a more consistent approach to meeting their needs.

Setting details

Unique reference number	2575722
Local authority	Shropshire
Inspection number	10239429
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 7
Total number of places	
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Shropshire. She operates all year round, from 8am until 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

Linda Yates

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- A tour of the childminder's home was completed to make sure all areas used by children are safe.
- The inspector and the childminder completed a learning walk to understand how the curriculum is organised.
- The inspector held discussions with the childminder and evaluated how well she assesses children's progress and plans for the next steps in their learning. The inspector and the childminder carried out a joint evaluation of an activity.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living or working in the household.
- The inspector took account of the views of parents through the written feedback provided. She held conversations with children during the inspection.

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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