

Childminder report

Inspection date: 16 July 2024

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 has worked hard to maintain good standards of practice since her last inspection. The standard of care she provides to children is very high. The childminder and children have very strong bonds with each other and parents comment really positively on the care their children receive. Children laugh with delight when the childminder tickles their tummy when they initiate this fun interaction between them and the childminder. Through her nurturing approach, the childminder helps children who have recently started to attend to settle in over time. This helps children to become secure and confident in the environment.

Children's behaviour is good. Younger children are learning how to share. The childminder helps them to work through challenges when they find it difficult to take turns. This helps to teach children how to resolve their own conflict.

The childminder has a strong focus on children's personal, social and emotional skills and she recognises for many children COVID-19 has had an adverse impact on this area of their development. The childminder helps children to form strong relationships, manage their behaviour and separate from their parents.

The childminder is alert to risks and takes effective steps to help to minimise hazards and keep children safe. On outings, the childminder considers how to safely transport children and she also undertakes regular reviews of her premises to ensure they are suitable.

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

- The childminder has developed a good curriculum that helps children to progress well from their starting points. She uses her knowledge of children's levels of development when they first start to attend and information she has gathered from a local school teacher to plan her curriculum. The curriculum helps young children to make good progress in their early stages of development and in readiness for developing the skills they need for starting school in the future.
- The childminder accurately identifies children who need further support to help them to develop their communication and language skills. The childminder introduces new vocabulary through teaching. Young children repeat new words and say familiar words they have recently learned. This helps to broaden children's vocabulary and accelerate their speaking skills.
- The childminder has a good knowledge of the different ways in which children learn. She promotes some of the different ways in which children learn through her teaching, such as encouraging children to have another go when they find something a challenge. However, the childminder does not plan for the different ways in which children learn precisely enough to promote their engagement,

motivation and thinking skills to the highest level.

- The childminder works exceptionally well with parents to help to engage them in their child's learning. She provides parents with detailed information about ways to help their child achieve their next steps in learning. The childminder also works with parents to promote children's love of books and reading at home through her library scheme. This enables children to take home familiar books or books of interest to encourage parents to share stories with their child at home.
- The childminder creates learning environments that helps to promote all areas of children's learning. Children develop their physical skills indoors through making marks with paint sticks on paper and constructing with magnetic shapes by placing them together. This helps younger children to develop their small hand muscles. Outdoors, children clamber up steps and grasp large balls, which helps them to develop their large muscles. These well planned environments help to support children's good physical development.
- The childminder promotes children's healthy lifestyles through the routines she has in place. Children learn to wash their hands when coming in from outside and the childminder teaches children about the importance of oral hygiene.
- The childminder's curriculum helps children to learn the skills they need to keep themselves safe. The childminder teaches children the importance of accessing age-appropriate content and only accessing the internet with adult supervision. This helps to keep children safe online.
- The childminder evaluates her own practice well. She has successfully reduced her workload to help to positively promote her professional well-being. The childminder has accurately identified her next steps in professional development to help to build on her teaching of children's speaking skills further.

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:

- enhance ongoing assessment to identify more specifically the different ways in which children learn, and plan for these more precisely to help to further promote children's engagement, motivation and thinking skills.

Setting details

Unique reference number	259046
Local authority	Shropshire
Inspection number	10355242
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	0 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	22 November 2018

Information about this early years setting

The childminder registered in 2001 and lives near Wem, Shropshire. She operates all year round from 7.15am to 6.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder is eligible for funding, but no children were present in receipt of funding at the time of inspection. She holds a relevant level 3 qualification.

Information about this inspection

Inspector

Scott Thomas-White

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with the inspector during the inspection. Parents shared their views in writing with the inspector.
- 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 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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