

Childminder report

Inspection date: 21 October 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 independent, considerate and use good manners. For example, children prepare their own sandwiches for their lunch and say 'please' and 'thank you' at appropriate times during the day.

The childminder plans nature activities that encourage children to explore and to use their imaginations. For example, she takes the children for regular walks in the countryside. Here, children excitedly collect leaves, pine cones, acorns and conkers. They learn the names of each of these and examine them closely. The childminder models how to tilt a tray back and forth and direct the conker through the paint. Children watch closely and attempt this themselves and marvel at the patterns they make in the tray. They use their fingers to paint the pine cones and acorns and experiment as they mix the different paint colours together. Children make their own concoctions in the mud. They use it for painting, printing and mud splatting on paper. During such activities, the childminder encourages the children to investigate their own ideas and to build on their knowledge of size, number and colour.

Children enjoy using musical instruments and singing familiar songs. They perform the accompanying actions with plenty of enthusiasm and excitement. Children confidently lead their own play and demonstrate good listening and attention skills.

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

- The childminder regularly observes children in their play and makes assessments of their learning. She knows the children well and plans activities that interest and challenge them. She checks that the activities she provides fully support children to develop their skills across all aspects of their learning. The childminder effectively promotes equality and diversity. For example, she shares books with children about other peoples' practices and special events, and provides resources and opportunities that positively reflect diversity.
- The childminder understands how to help children learn and uses a range of effective teaching strategies to support children's communication and language skills. For instance, she introduces new vocabulary and asks older children questions that encourage them to give fuller answers. This, along with lots of singing and the sharing of books, helps children to develop their understanding and use of language.
- The childminder takes the children on regular outings to country parks, woods and pools. This provides children with opportunities to learn about nature and to run, climb, jump and to become aware of limits and challenge in their play.
- The childminder has attended training on how to help and support children with

special educational needs and/or disabilities (SEND). She skilfully identifies and responds to these children. She confidently advises and supports parents and liaises with any other professionals involved. This joined-up-approach helps children with (SEND) to make the best possible progress. However, the childminder does not work as successfully as possible with early years settings that other children currently attend, to fully support consistency and continuity in their learning.

- Children develop a strong emotional bond with the childminder. They enjoy the childminder's warm and positive interactions and are happy in her care. The childminder uses a range of successful strategies to effectively manage children's behaviour. This includes positively reinforcing children's good behaviour, in order to promote their self-esteem. The childminder provides children with nutritious and well-balanced meals and snacks.
- The childminder enhances parents' understanding of how their child's learning can be best supported at home. For instance, through discussion, the sharing of photographs and ongoing information about children's progress. Parents comment on the marked improvement their children have made since attending the childminders setting. However, the childminder does not always involve parents, as much as possible, in the assessment of their children's learning when they first start at the setting.
- The childminder regularly explores a range of early years websites and has developed good links with the local authority advisor. This, along with welcoming any suggestions from parents, helps her to review her practice and improve the overall quality of her setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed safeguarding training. She regularly reads the local authority safeguarding partnership's news and updates. The childminder is fully aware of the signs of abuse or neglect. She knows the procedures she must follow if she has any concerns about a child. The childminder checks all indoor and outdoor areas to identify and reduce any possible risks to children. This, along with effectively risk assessing all outings off the premises, helps to keep children safe and well.

What does the setting need to do to improve?

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

- strengthen partnership working with all other settings that children attend, to provide a more consistent approach to meeting their needs
- increase the information gathered from parents about children's prior knowledge and skills, so that this comprehensive information can be used from the outset.

Setting details

Unique reference number	2591029
Local authority	Telford & Wrekin
Inspection number	10251240
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 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Telford. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers 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 childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their 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.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- 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 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.
- The inspector 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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