

Childminder report

Inspection date: 13 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

Children are continually motivated to explore and use their imagination in their play. They follow their own interests and develop their own games. For example, children investigate how water moves as they repeatedly pour water down the chute and watch it come out the other end. They jump and splash in the water. Children skip and run outside and practise walking along the balance log. They engage in imaginary play as they sit in the food crate, hold on to the old steering wheel and pretend to drive a vehicle.

The childminder introduces new and innovative ways for children to work towards the next steps in their learning. For instance, she encourages the children to pretend to make some autumn soup outside. Children add the water, conkers, acorns and leaves and stir it all together. During such activities, the childminder encourages the children to investigate their own ideas, to extend their vocabulary and to build on their knowledge of size and measure.

Children sing spontaneously as they play outside. The childminder encourages the children to engage in action number rhymes. This helps them to learn to count forwards and backwards. Children are self-assured, happy and actively involved and persistent in their learning.

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

- The childminder has attended training on strengthening children's connections with nature. As a result, she provides an exciting curriculum that promotes exploratory and imaginary play that is inspired by natural and recycled resources. The playroom is situated in the garden, and children can choose to play inside or outside throughout the day. Children spend most of the time outdoors. The childminder regularly takes the children to country parks where they climb on bales of hay, explore the woods and paddle in the stream. Additionally, they visit farms and zoos where they identify and learn about animals. This, along with discussion, helps to consolidate children's learning. Children display high levels of concentration, curiosity and imaginative play.
- The childminder has attended training about the importance of young children building attachments with their carers. Consequently, she plans an environment that fosters children's emotional well-being. For example, the playroom is homely, with a comfy sofa and soft lighting. Furthermore, there are photos of children and their families displayed in the setting. This, along with the childminder's loving and attentive nature, helps children to feel relaxed and secure and to engage in new experiences.
- The childminder models positive behaviours and provides children with opportunities to identify and understand their feelings. Consequently, children

are considerate and respectful and use good manners.

- The childminder cooks healthy meals for the children before they arrive. However, the area where the childminder prepares and reheats the food is not always as clean as it could be. Nevertheless, children wash their hands at appropriate times during the day, such as before eating and after toileting and outdoor play.
- The childminder informs parents about the type of activities and experiences she provides for children, for example through daily chats and the sharing of photos. However, the childminder is not always successful in making sure that all parents are fully informed about how they can best support their child's learning at home.
- The childminder helps children to develop positive relationships within their community. For example, the childminder regularly takes the children to the local toddler groups. Additionally, she walks with the children to and from school each day. This helps the younger children to familiarise themselves with the school environment and allows the childminder to maintain good links with teaching staff.
- The childminder monitors the educational programme and uses suitable guidance to benchmark children's ongoing achievements across all the areas of learning. Any areas of learning which fall behind are set as a focus. The childminder regularly explores a range of early years websites and reads the updates she receives from the local authority. This, along with welcoming any suggestions from parents and the local school, helps her to improve the overall quality of her setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends child protection training. She demonstrates a good knowledge of the possible signs of abuse and neglect. She knows how to correctly refer any concerns about a child's welfare. The childminder maintains a good balance between allowing children to take risks in their play and keeping them safe. She ensures that her setting is secure so that children cannot leave the premises unsupervised and unwanted visitors cannot gain entry.

What does the setting need to do to improve?

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

- enhance the cleanliness of the kitchen work surfaces so that good levels of hygiene are promoted at all times
- 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.

Setting details

Unique reference number	2594897
Local authority	Telford & Wrekin
Inspection number	10251355
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 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 holds an appropriate qualification at level 3. 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 childminder.
- 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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