

Childminder report

Inspection date: 8 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
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 very happy and settled at this friendly and welcoming childminder's home. They smile and giggle as they find their favourite toys and activities in the comfortable, homely environment. Children enjoy a child-focused space because the childminder supports learning through play very well. They benefit from a wide range of exciting, interesting, motivating activities and rich experiences. For example, children dance and sing along to a song and movement session, which is thoughtfully linked to a favourite story, 'The Hungry Caterpillar'. They enjoy developing their small physical skills as they explore dough activities at the beginning of the day. Their mathematical understanding develops as they count along with the childminder while building a tower of eight blocks.

Children enjoy exploring in the outdoors. They have time to practise their large physical skills as they roll and kick a ball across the field. They run up and down the sloped field with increasing confidence and skill. Children behave well and act respectfully to each other. They are beginning to understand how to take turns and share resources. The childminder praises children throughout the day to reinforce positive behaviour. Children's independence develops as they cut their own fruit at snack time and attempt to fasten their own coats before going outside.

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

- The childminder is calm, caring and sensitive in her interactions with children. She knows them very well and has a lovely, supportive relationship with them. Children go to her for cuddles and reassurance. They are confident to explore and investigate, knowing that she is there for support whenever needed.
- The childminder has a good knowledge of child development. She uses observations and assessments of children to identify next steps and any gaps in learning. This, alongside her understanding of children's likes and interests, means that she is able to support children's progress within a child-led play environment. Rich and interesting activities engage children and support their progress in all areas of development.
- Ongoing reflection is used well to improve the provision for children. The childminder has a clear intent for her curriculum and seeks to continually improve and develop the learning opportunities for all children. For example, following the COVID-19 pandemic, she recognised a need to focus on developing children's confidence in interactions. As a result, she now attends local groups, which offer more opportunities for children to talk and interact with others.
- The childminder organises the space in her home, so that children enjoy a homely, yet interesting and exciting space for learning. Areas used have been thoughtfully laid out for children. For example, there is space for children to dress up and play imaginatively, to sit quietly with a favourite book or to make

and sell pizza in the pizza shop. However, children do not always have enough opportunity to explore creatively.

- The childminder accesses a wide range of support, advice and training to ensure that she is up to date with all aspects of early years practice. For example, she intends to access training on speech and language development to further support her teaching of early communication skills.
- The childminder has established very good communication with parents. She shares information with parents which means that they know about their child's development and next steps. She ensures that they know about their children's care and education through messages, daily diaries and formal reviews where assessments are shared.
- Children learn about the world around them through regular visits to local places of interest. The childminder uses local facilities extremely well to add interest and help extend children's experiences, for example the canal walk, local parks, the library and local groups.
- The childminder supports and extends children's communication and language skills well. She models the correct language and uses a wide range of vocabulary.
- Supporting children to develop a love of books is a priority. The childminder has thought carefully about promoting this in her provision. For example, she provides a wide range of books in all areas, has made story bags for children to access as they wish, she sings rhymes and spends time reading to children. This helps encourage an early love of books. Initiatives such as the lending library encourage a love of reading at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and child protection. She is aware of the signs and symptoms of abuse and knows the procedures to follow if she has a concern about children in her care. Regular access to training and support means that she has broadened her knowledge of the 'Prevent' duty and issues, such as radicalisation and county lines. She is confident to report any concerns. Children's safety is of high priority and the childminder makes sure that the spaces children play in are safe. She takes great care when on outings to consider children's safety and well-being.

What does the setting need to do to improve?

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

- provide children with more opportunities to explore and play with a wide range of media and materials, develop their own ideas and explore creatively.

Setting details

Unique reference number	2604102
Local authority	Telford & Wrekin
Inspection number	10263604
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 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Newport, Shropshire. She operates Monday to Friday, from 7.30am until 6pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Juliette Freeman

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 childminder.
- The inspector carried out a learning walk with the childminder and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and evidence of her suitability.
- The inspector took account of the views of parents.

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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