

Childminder report

Inspection date: 19 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 have a good relationship with the calm, caring childminder in this homely setting. They look to her for reassurance and cuddles, which helps them settle well. Furthermore, the childminder tunes in to what it is that really fascinates children. She organises her home and the routine so that children can enjoy their interests and have plenty of time and opportunities to play. For example, children are completely focused and involved for a good length of time as they make dinosaur dens in their individual tray of sand.

Children make good progress across all areas of learning. They benefit from enjoyable activities that help them learn. For example, they sing familiar songs and rhymes with enthusiasm. They jump around to the song 'Hop Little Bunnies' and confidently match the actions to the music and anticipate what comes next. The childminder encourages children to persevere with physical challenges as they lift and carry the toy box after tidying the toys into it. They notice that it feels a little heavy as they move it into the corner of the room.

Children develop a love of books and reading as they choose their favourite fiction and non-fiction books to look at during quieter times. They extend their knowledge of the living world as they retell the story of the life cycle of a tadpole. The childminder thoughtfully provides a range of resources, such as plastic frogs and binoculars, to help children deepen their understanding of their fascination.

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

- The childminder knows the children very well. She uses her knowledge of how they play, alongside her assessment of their development, to decide on targeted next steps. For example, the childminder recognises that older children are ready to refine their small-muscle skills to prepare them for early writing at school. As a result, she provides small bears of different colours and encourages children to pick them up using plastic tweezers and transfer them into the same coloured cup. Younger children enjoy working out how to fasten and unfasten fastenings on a toy.
- The childminder recognises and values the importance of learning through play. Her curriculum intent supports child-led opportunities to support all areas of development. The childminder organises the routine so that children have time to become deeply involved in what they are doing. This means that children are creative, motivated and can solve problems.
- Communication and language development is a priority. The childminder holds conversations with children, reads stories and sings rhymes. She comments on what children are doing and asks some questions. However, children do not always hear a broad range of vocabulary as they play.

- The childminder accesses a wide range of training and support to help her develop her knowledge and understanding of early years. She considers what may have the best impact on the progress of the children in her care. For example, she has recently completed intervention training to help her support children where there may be language concerns.
- Parents say they are very happy with the childminder's care of their children. They comment, 'It's like a home from home.' They appreciate the regular updates about their children's progress and look forward to the weekly photos which show what children have enjoyed during their week with her.
- Children's attitude to learning is extremely strong. Their behaviour is exemplary and they show respect for each other in their play and interactions. They take turns, share toys and show concern for their friends. The childminder prioritises this aspect of learning and supports children to listen and take time to make decisions. Children have good manners. They say 'please' and 'thank you' without being prompted and show care when using resources.
- Children develop their understanding of being healthy. They make choices from a range of nutritious snacks and drinks. They chop fruit with skill, using the safe knife the childminder has provided. They plan their recipe for a smoothie and tell the childminder exactly what is needed. They predict what colour they think it should be when all the ingredients mix together.
- Children see numbers in displays and count as they sing favourite nursery rhymes. They chop fruit from a whole piece to smaller pieces. They hand out enough cups and plates for everyone. However, children do not hear the language of mathematics or explore concepts such as size and measure enough as they play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is very knowledgeable about how to safeguard children because she has extensive experience which she draws on. She extends this understanding by accessing training frequently and taking advice and support from the local authority. For example, she has recently carried out a safeguarding audit and has attended courses on the 'Prevent' duty. She knows the signs which would alert her to children being at risk of harm, radicalisation or extremism. The childminder prioritises children's safety and teaches them skills to help keep themselves safe. For example, children have recently enjoyed activities where they have learned about road safety.

What does the setting need to do to improve?

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

- build on the good teaching to consistently challenge and support children to

learn more about mathematical ideas and concepts

- support children's communication and language even further by using a broad and extensive range of words and vocabulary.

Setting details

Unique reference number	2628854
Local authority	Telford & Wrekin
Inspection number	10281130
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 13
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in March 2021 and lives in Telford. She operates all year round from 7.30am to 6pm, Monday to Friday.

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The views of parents were gathered through written feedback and taken account of by the inspector.
- The inspector held discussions with the childminder regularly during the inspection.
- The childminder showed the inspector documents, including paediatric first-aid certificates and evidence of suitability checks.
- The inspector observed the childminder and her interactions with children.
- The childminder spoke to the inspector about her intentions for children's learning.

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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