

# Childminder report

---

Inspection date: 15 October 2024

| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
|----------------------------------------------|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Not applicable     |

## What is it like to attend this early years setting?

### The provision is outstanding

Children thrive in this exceptionally nurturing and welcoming setting. The childminder provides children with a consistently exciting curriculum that is child- and nature-led. Children show great enthusiasm for their learning. They investigate, experiment and challenge their own thinking as they play. They show awe and wonder as they develop their own ideas, build on what they know and extend their skills even further. The childminder talks to parents about their children's interests and starting points. She uses the information to develop pertinent next steps, which she seamlessly introduces into the outstanding curriculum. This ensures that all children make excellent progress in their learning. The childminder provides children with a true sense of community. They visit the local community orchard to collect fruit and take this back to cook at the setting. They make cakes to deliver to neighbours as an act of kindness. The childminder takes children to visit the library for story time and then uses the story to further children learning. For example, children create their own books, developing their imagination, small motor skills and mark-making skills as they do so.

Children's behaviour is excellent. The childminder's calm manner supports children to think and work through solutions for themselves. For example, when children want the same toy, the childminder encourages them to think about how they might get the toy. Children suggest ideas, such as 'we can ask' and 'we can share'. This gives children the skills to resolve conflicts for themselves. The childminder offers children a familiar routine and gives clear instructions. She uses visual aids to enable all children to know what she expects from them, and even younger children start to learn to manage their own emotions well.

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

- The childminder's interactions with children are exceptionally high quality. She supports children's communication and language skills extremely well. She asks children open-ended questions and encourages them to use correct language and pronunciation. Children have time to think and respond.
- The childminder effortlessly brings mathematical language and concepts into the children's learning. For example, they compare sizes, count objects and hear mathematical language as they discuss bigger and smaller, and more and less. When outdoors, children find puddles and estimate how deep they are. They get sticks to measure the puddles and decide together if it is ok to jump and run through them.
- The childminder has a great emphasis on outdoor learning. Children go outdoors every day and complete a 'daily mile'. During this time, they explore and investigate the environment. This enables children to have a new learning experience and ensures that they get fresh air and exercise. It also helps to

build and improve their physical skills and mental well-being.

- The childminder fully embraces parent partnership. Parents are kept fully up to date with their child's day, developmental progress and future learning. The childminder supports children's home learning with books, puzzles and other activity ideas. Parents really value the childminder. They feel she offers children opportunities to do so many things that might not be available to them at home, such as growing vegetables or hatching chicks. The childminder takes time to learn about children and their families and gives advice on things, such as potty training. She wants children to feel safe and secure in her care. She invites parents and grandparents into the setting for stay-and-play sessions and celebrations.
- Children have a wealth of experiences to develop their confidence and social skills. The childminder takes children to meet up with other childminders. The children work together and share their experiences and their skills with the other children. For example, they show other children how they collect the windfall apples, putting them in the wheelbarrow for the composting. This sharing gives children a great sense of pride, building on their social and communication skills.
- The childminder continually strives to enhance her skills and knowledge. She undertakes a vast array of professional development courses, which has had a positive impact on her teaching and the children's learning. She reflects on her practice during conversations with other childminders and through questionnaires from parents.
- The childminder encourages children to be independent and think for themselves. For example, when children lay the table for a snack, they think about what they may need and how many children it is for. Children choose what activities they want and help tidy them away after playing. This helps foster their independence, self-esteem and confidence to high levels and prepare them for school.
- The childminder's home is safe and secure. The childminder supports children to carry out their own risk assessment each day. For example, they check the toys are safe and clean and check if there are any dangers that they need to tell their friends about. This teaches children to be aware of things around them. They learn to take appropriate risks and think of others too.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2680295                                                                           |
| <b>Local authority</b>                             | Telford & Wrekin                                                                  |
| <b>Inspection number</b>                           | 10360104                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 10                                                                           |
| <b>Total number of places</b>                      | 3                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2022. She lives in Muxton, Telford. The childminder operates all year round, from 7.45am to 5.15pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 3. The childminder provides early education for any eligible children attending.

## Information about this inspection

### Inspector

Sue Smith

### Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that 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.
- 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 parents shared their views of the setting with the inspector.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024