

Childminder report

Inspection date: 17 September 2024

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 demonstrate that they are happy, safe and secure in the care of this enthusiastic childminder. They move confidently around the childminder's home, showing curiosity as they explore the resources and activities that are available. Children learn to share and take turns. They respond well to gentle prompts from the childminder about sharing with their friends. The childminder adapts routines and expectations to meet the individual needs of children. As a result, children are confident and independent learners. The childminder prides herself on knowing the children she cares for and their families very well. This allows her to deliver meaningful learning experiences for all children. This helps to prepare children for important next stages in their lives.

The childminder has carefully considered her learning environment to cover all areas of learning. Children thoroughly enjoy outdoor play. They move confidently around the large outdoor space and have ample opportunities to be physically active. Children ride on bikes and tractors. They practise their balancing skills as they walk along wooden planks. Children cheer, 'I did it', as they perfect their hand-eye coordination and land the ball in the basketball net. The childminder is highly attentive and notices the achievements of all children. Consequently, children show high levels of self-esteem.

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

- The childminder has developed a broad curriculum. She has a clear aim of what she wants children to learn. She skilfully adapts her teaching and plans to support children's learning in response to where and what children want to play. Children practise mathematics as they count and identify colours during messy play activities. Generally, the childminder supports communication and language development well. She models language and new vocabulary and encourages conversations.
- The childminder values the importance of introducing children to various experiences within the local community. Children enjoy going to the local park and groups. These experiences help children to gain a sense of the world around them.
- The childminder uses observations and assessments to monitor children's development. She follows children's interests as they play to teach them new skills and knowledge with an aim to build on what they already know and can do. However, there are occasions where the childminder does not sharply focus on consolidating and securing children's learning before teaching them something 'new'. This does not ensure that all children have the strongest possible foundations to build on.
- The childminder is highly reflective of her teaching and practice. She keeps her

knowledge up to date with regular training. This allows her to continually reflect and improve on her setting. She networks with other childminders to support her own well-being. This supports positive outcomes for children.

- The childminder is highly attentive to the children in her care. She recognises their achievements and when they need help and support. However, at times, the childminder is quick to solve the problems that children come across. For example, when children tell her that they do not know how to move on the ride on tractor, she is quick to push the tractor along for them. This does not support children to use their critical thinking skills and find solutions for themselves.
- The childminder knows the children she cares for very well. She takes time when children start at her setting to support their emotional well-being. This helps children to settle quickly. The childminder has effective care practices in place. Children make good progress in their personal development and independence skills. For example, they cut their own fruit for snack and wipe their own noses. The childminder provides opportunities for children to make healthy choices throughout the day. This supports children to develop an understanding of healthy lifestyles.
- Parent partnership is very good. Parents speak very highly of this childminder and value the feedback that they receive about their child's care and development. They comment that communication is excellent and that her home is a safe, enjoyable and educational place.
- The childminder has established positive partnerships with other professionals and settings that are involved in children's care. She ensures that she shares information about children's development and targets with other settings they may attend. This ensures continuity of care for all children, including children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- focus more precisely on supporting children to consolidate their knowledge to secure the strongest possible foundations for future learning
- enhance opportunities for children to develop their critical thinking skills to enable them to start to problem solve.

Setting details

Unique reference number	2682866
Local authority	Shropshire
Inspection number	10360124
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Shrewsbury. She operates all year round, from 8am to 5pm, Tuesday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Roxanne Mason

Inspection activities

- The childminder showed the inspector her home and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the 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 inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation of group activities with the childminder.
- The inspector viewed parents' written feedback as part of 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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