

Childminder report

Inspection date: 22 November 2023

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

The childminder and co-childminder work closely together to build warm attachments with the children who attend. Children curiously explore the different activities on offer in their environment. For example, they sit and concentrate as they select from the different magnetic shapes in the basket and build them together. They clap when they are successful, and the childminder praises them for their achievements. This builds on their self-esteem.

Generally, children behave well. Children show motivation in their learning, and the childminder has high expectations for what they can achieve. As younger children explore the indoor climbing frame, they successfully balance along the frame and slide down the slide. The childminder encourages them to try this for themselves, building their confidence.

The childminder considers how to implement the curriculum to meet children's individual needs. Children have plenty of opportunities to develop their gross and fine motor skills. They use ride-on or push-along toys and construct towers from blocks. Children show a 'can-do' attitude to their learning. They think about what they might need to build the tallest tower.

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

- The childminder knows her key children well. She works with parents to share information about children's learning and how they can continue this support at home. Children have made good progress since starting with the childminder. The childminder identifies gaps in their learning and puts appropriate next steps in place. This is to ensure that all children make expected progress in their learning.
- Parents share positive feedback about the care their children receive. They comment that their children have grown in confidence since they started and how the childminder prepares them well to move on to the next stage in their learning.
- Children sit and generally enjoy a musical session with the childminder. They each choose an instrument to play. Children giggle as they shake their bells. However, the childminder does not always consider the organisation of these sessions for younger children. Some become restless and lose focus when they sit for a long period. This means children are not always engaged in their learning.
- The childminder encourages children to be kind when they play, to support their awareness of others and develop their social skills. However, although the childminder reminds children to play nicely, she does not always acknowledge when they display negative behaviours and help them to understand why this is

not acceptable. This means children do not consistently learn how their actions may impact on others.

- Children access a range of activities to increase their independence. For example, younger children sit confidently to drink water from an unlidded cup. Children enjoy their time out in the garden as they play games together. They explore the activities on offer and practise new skills they have learned, such as rolling on the mats. The childminder encourages children to remove their shoes and coats when they come in from the garden.
- Children develop their understanding of different events that happen throughout the year. For example, they learn about the changes during autumn as they paint pictures of pumpkins. The childminder reads stories about different cultural events to build children's awareness of the world around them.
- The childminder reviews her practice regularly and discusses training and improvements with her co-childminder and assistant. She attends regular training to support her professional development and raise the quality of the provision.
- The childminder supports children's communication and language well. Younger children develop their language through back-and-forth interactions. The childminder introduces new words during activities to increase their vocabulary. For example, when children are playing with animals, she introduces the baby pig as a 'piglet'. Some children attempt to repeat these words successfully.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the importance of her role in safeguarding children. She has a clear understanding of reporting concerns about a child, or a person in a position of trust, to the local safeguarding partners. The childminder carries out robust risk assessments of the play environment, and she supervises children during mealtimes to keep them safe. She ensures that the areas where children play are safe and secure. The childminder understands her duty to ensure any assistants are suitable, and she carries out background checks to demonstrate their suitability to work with children. She holds a valid paediatric first-aid qualification.

What does the setting need to do to improve?

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

- provide younger children with a clear and consistent approach to support their understanding of the expectations of their behaviours
- review the organisation of activities to help children remain engaged in their learning.

Setting details

Unique reference number	2711612
Local authority	Telford & Wrekin
Inspection number	10319851
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 15
Total number of places	6
Number of children on roll	25
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and works with a registered childminder and one assistant 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 early years qualification at level 2. She offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katherine Wilson

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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder, co-childminder and the inspector discussed how they organise their early years provision, including the aims and rationale for their 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 children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on 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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