

Childminder report

Inspection date: 9 April 2025

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 provides a warm, nurturing and calm environment for children. Children are welcomed individually and made to feel secure from the moment they arrive. The childminder builds strong relationships with each child, showing genuine care and attentiveness to their needs. The environment is thoughtfully organised, with a well-resourced playroom and accessible materials that promote independence and exploration. Children are encouraged to follow their interests. They make choices and engage in purposeful play, supported by the childminder's gentle encouragement. The childminder consistently and naturally encourages children's language development. She engages in thoughtful and well-timed interactions, modelling new vocabulary and giving children time to express themselves. Singing, stories and open-ended questions are used daily to support children's communication skills.

Children have opportunities to use their imagination. For example, they enjoy exploring the role-play kitchen. Children practise their fine motor skills as they use a toy knife to cut through pretend bread. With gentle encouragement from the childminder, they show perseverance when they encounter difficulties. Children cheer, saying 'yeah', as they successfully cut the bread in half. The childminder joins in, celebrating their achievement, boosting their confidence and self-esteem. Children demonstrate confidence as they explore and practise their physical skills in the childminder's garden. The childminder remains nearby, offering reassurance and support when needed to help children feel safe and secure. She supports positive behaviour by setting clear boundaries and calm, age-appropriate guidance. She encourages kindness, sharing and turn-taking through gentle reminders and positive praise.

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

- The childminder is passionate about her role. She takes great pride in providing an engaging and supportive environment for all children in her care. She is reflective in her practice and regularly evaluates what works well and where improvements can be made. For example, she considers how children respond to different activities and uses this to inform her planning, always striving to enhance their experiences.
- All children make good progress. The childminder provides a broad and well-balanced curriculum that supports children's individual interests and developmental stages. She uses observations, along with input from parents, to plan meaningful experiences that build on what children already know and can do.
- Partnerships with parents are strong. Photos, daily conversations and regular messages keep parents informed about their child's day. Communication is open

and supportive, and parents speak positively about the care and experiences their children receive.

- Overall, the childminder supports a healthy lifestyle. For example, she encourages healthy, nutritious snacks and lunches and daily opportunities for outdoor play and physical activity. However, hygiene routines, such as handwashing before eating and after outdoor play, are not always consistent.
- Children benefit from experiences that enrich their learning and broaden their understanding beyond the setting. For example, children take part in regular outings in the community, such as visits to country parks, museums and farms. The childminder links up with another childminder for joint outings and activities. Children build friendships and interact with others, gaining confidence in new social situations.
- The childminder introduces some aspects of diversity through celebrations. For example, children learn about Chinese New Year and take part in themed crafts and discussions. However, wider representation of different cultures and traditions is limited. The childminder is aware of this and plans to revise her curriculum to better support children's understanding of diversity and inclusion, helping to prepare children for life in modern Britain.
- The childminder weaves in additional learning as children play. For example, children have fun and become deeply engaged in an Easter-themed sensory activity. They eagerly scoop and pour coloured rice into carrot-shaped containers and search for toy eggs. The childminder introduces early mathematics, such as counting. Children excitedly say, 'One, two, three eggs' and 'Look! It's full'.
- Independence is encouraged through daily routines, such as self-care, helping children take pride in doing things for themselves. Children are relaxed and comfortable in the company of the childminder. They have fun exploring and learning at their own pace, in the home-from-home environment.

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:

- enhance the curriculum to include a broader range of cultures and traditions to further support children's understanding of diversity and inclusion
- strengthen and consistently implement hygiene routines, such as regular handwashing, to further support children's understanding of good hygiene practices.

Setting details

Unique reference number	2714520
Local authority	Shropshire
Inspection number	10394821
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 4
Total number of places	5
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Shrewsbury, Shropshire. She operates all year round, except family holidays and bank holidays. Sessions are available Monday to Thursday, from 7.30am until 6pm. The childminder provides funded early education for eligible children. The childminder holds an appropriate level 3 qualification.

Information about this inspection

Inspector

Angela Hulme

Inspection activities

- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to parents and took their views into account.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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