

Childminder report

Inspection date: 20 February 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

The childminder provides an inviting environment where children freely explore. She attends to the individual care and learning needs of all children. The childminder is a positive role model and she promotes children's positive behaviour effectively. Children play well together, and they understand rules and expectations. Older children are caring, and they show empathy to the younger children.

Children's emotional well-being is given high regard. The childminder focuses on children being happy, confident and independent. This results in children being very settled and secure in their surroundings. The childminder gets to know the children well and builds on their existing experiences to help prepare them for the next stage in their learning.

The childminder plans a wide range of activities that cover all areas of learning. She encourages children to explore and this helps them to become curious. They show perseverance as they play and learn. Children's communication and language are supported well. The childminder engages in back-and-forth conversations; she narrates children's play and repeats words back to them to help them hear the correct pronunciation of words. This helps children to develop their vocabulary, listening skills and understanding.

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

- The childminder works closely with her co-childminder and gains support from her. The childminder identifies her own training needs and completes a range of courses to keep her knowledge and understanding up to date. The childminder is reflective, and she discusses with her co-childminder where they can enhance their provision further to promote the interests of all children.
- The childminder interacts positively with children to support their learning. For example, during a play activity using jelly, she asks questions, models language and encourages children to have a go. This results in children showing a positive attitude to their learning. Children are eager to describe how the jelly feels. They use a range of tools to explore the jelly and fill pots. The childminder introduces mathematical language to encourage older children to look at quantities and to work out which pot has the most jelly in. The childminder extends this further by adding water and children delight in watching the water turn red. They describe what happens to the jelly when water is added.
- The childminder assesses children's development and identifies their next steps for learning. However, she does not always make the best use of her assessments to identify the most pertinent next steps that precisely focus on helping children to make maximum progress in their learning.
- The childminder builds positive relationships with parents. She gains information

when children first start and provides some feedback about children's care and learning. However, at times, she lacks confidence to provide detailed information and often relies on her co-childminder to do this. Consequently, this does not fully promote consistency in children's care and learning between home and the childminder.

- Children have vast opportunities to learn about the world around them and to build on their prior experiences. The childminder takes children on trips and visits, for example to the museum, stay-and-play sessions and to post letters. These experiences help children to develop new knowledge, to further their social skills and to develop their physical skills.
- The childminder is extremely caring and sensitive to the individual needs of all children. She offers cuddles, reassurance and praise. This helps children to develop self-confidence, to persevere and to have a go.
- The childminder attends to children's intimate care routines with care and attention. She supports children to be independent. For example she encourages children to feed themselves, make choices in their play, wash their hands and put their own shoes on. This helps children to gain skills to prepare them for the next stage in their learning.
- The childminder supports children's physical development well. During outdoor play, her good-quality interactions help children to master new skills. For example, she encourages children to kick and throw the balls, to move down the step safely, and she helps children to learn to kick their legs out to swing themselves. Children are very proud when they achieve what they set out to do.

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:

- use assessment more precisely to plan focused next steps that help all children to make maximum progress in their development
- strengthen information-sharing with parents to provide more detailed information to consistently promote children's care and learning at home.

Setting details

Unique reference number	2757563
Local authority	Telford & Wrekin
Inspection number	10333254
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	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder previously registered with a childminder agency between 2021 and 2023. She registered with Ofsted in November 2023. The childminder lives in Telford and works from the premises of a co-childminder. She operates all year round, Monday to Thursday from 8am to 5pm, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma McCabe

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 spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children told the inspector about their friends and what they like to do when they are with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector reviewed parents' written feedback and took account of their views.
- 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.

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