

Childminder report

Inspection date: 5 June 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 has a designated building, separate to her home, where children spend their time. The childminder and her assistants show genuine affection and care to the children who attend. They are attentive and recognise when children need comfort, and they respond warmly to them. This helps children to feel emotionally secure and valued.

The childminder's curriculum is intended to build on children's existing skills and get them ready for their eventual move to school. Babies have space to move around and strengthen their physical skills, so that they can move on to activities such as standing and walking. Children learn early numbers and colours and incorporate mathematical language into their play. There are opportunities throughout the day for children to share stories. Assistants sit with them and read familiar books. Children show enjoyment at this and pay attention to the story. They demonstrate that they are happy and confident. Children develop their independence as they progress through their development. For example, younger children learn to use cutlery to feed themselves with close support, whereas older children learn to clean up after themselves and access resources more independently.

Positive behaviour approaches are threaded through interactions between the childminder, her assistants and the children. There is a calmness in the environment that helps children to feel settled and content.

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

- The childminder ensures the space where children are cared for is safe and suitable. She identifies hazards within the environment and takes action to minimise and reduce risks to children. When on outings, she has extra procedures in place to strengthen the already good safety standards she implements in her home.
- The childminder and her assistants help children to develop their communication and language skills. They continuously talk to children during their play and ask them questions about what they are doing. They help children to recall previous experiences and show genuine interest in what they have to say. This helps children be confident to express their own thoughts and ideas.
- Children learn to follow routines. They learn that they need to wash their hands before eating and after using the toilet. However, some hygiene practices are not robust enough. For example, children use the same towel for drying their hands, which increases the risk of cross-contamination and the spread of illness.
- Children learn to play together and begin to understand the difference between right and wrong. The childminder and her assistants remind children of rules and

support them to share toys with their friends. Children receive regular praise, and their efforts are described as 'super'. This encourages children to repeat appropriate behaviours.

- The childminder has a good understanding of how to support children with special educational needs and/or disabilities. She makes links with local agencies and uses assessment effectively to identify where children may have some gaps in their development. Her close relationship with families means that any further support children may need can be accessed at the earliest opportunity.
- The childminder's assistants say they feel supported by her. They enjoy their role and are accessing formal qualifications to improve their own knowledge and skills. The childminder seeks out professional development courses that her and her assistants can attend to extend their knowledge further. However, there are some gaps in the knowledge the assistants have to be able to carry out their roles fully effectively. That said, the childminder has a strong level of knowledge and has a good oversight of the provision, which lessens the impact on children.
- Parents comment positively about the care their children receive. The childminder and her assistants have developed strong bonds with families, which help them to feel that their children are safe and secure. Parents say they consider the childminder to be part of their family and appreciate the level of communication they receive daily about their children. Parents of children with health needs comment that the childminder's attentiveness has helped improve their child's health condition.

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:

- strengthen hygiene practices to reduce the risk of cross-contamination and illness even further
- provide all staff with the support, training and knowledge to carry out their roles and responsibilities effectively.

Setting details

Unique reference number	2758771
Local authority	Telford & Wrekin
Inspection number	10402899
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 8
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024 and lives in Telford. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She works with three assistants. The childminder holds a qualification at level 3 and offers the government-funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector
Christine Ward

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector talked to assistants at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder, the assistants and the children.
- The inspector and the childminder carried out a joint observation of a group activity.
- Parents shared their views of the childminder 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.

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