

# Childminder report

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Inspection date: 25 June 2024

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

The childminder creates a warm and friendly home-from-home environment for children. She takes time to get to know children and their families well. Children form close bonds with her. As a result, children feel very comfortable and happy in her care. The childminder encourages children to develop independence and to use good manners. Children choose toys freely and tidy away toys and resources when they have finished playing with them. They help to cut fruit pieces at snack time.

The childminder places a high priority on supporting communication and language development. Children thoroughly enjoy singing and moving their bodies to favourite songs and rhymes. They develop their hand-eye coordination as they fix puzzle pieces together and make marks with pens. Children develop strong physical skills. They enjoy riding wheeled toys and playing with equipment in the garden. The childminder encourages them to walk and exercise daily. When children manage to walk to the local duck pond and back for the first time, they receive a certificate as a reward for walking a mile. The childminder praises children and celebrates their achievements. This helps to raise self-esteem and motivates children to play and learn.

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

- The childminder is dedicated to providing good-quality care and learning for children. She completes further training and works with local authority consultants to help develop her practice. She is a reflective practitioner and recognises that there are aspects of her knowledge and understanding which would benefit from further training to enhance outcomes for children.
- The childminder knows children well. She carries out regular observations and assessments of their learning to find out what they know and can do. This helps her to focus her planning and teaching on what they need to learn next. As a result, children make good progress in their learning and development.
- Learning activities are focused on children's individual interests and their stages of development. The childminder extends children's learning as they participate in activities they enjoy. For example, she engages children in conversation as they play with their favourite toys and resources. This helps to develop language and communication skills.
- Parent partnerships are strong. The childminder shares regular information about children's care. She invites parents in for meetings and sends home activities children can enjoy at home. This helps to establish good continuity of care and supports parents to build on children's learning at home.
- The childminder swiftly identifies when children are at risk of delay in any aspect of their development. She works closely with other professionals to help children get the support they need to help address and close any gaps.

- Children are beginning to form friendships and play cooperatively with their peers. The childminder provides some guidance to support them to share and take turns with resources. However, the childminder is not always consistent in her approach to helping children to learn how to behave well. For example, there are times when she says, 'No thank you' in response to behaviour, without explaining to children what is expected of them.
- The childminder encourages children to develop healthy lifestyle habits. Children enjoy a variety of healthy meals and snacks. Children practise brushing their teeth and learn about the importance of maintaining good oral health.
- Children are well prepared for the next stage of their education, including the move to school. The childminder supports them to develop good self-care skills. Children are encouraged to use cutlery, toilet and get dressed independently.
- The childminder supports children's early understanding of mathematical concepts. Children have fun playing with beanbag shapes. They call out the shapes and colours they see.

## 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 more consistent strategies to promote positive behaviour
- focus professional development more precisely on developing knowledge and skills even further.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2760188                                                                           |
| <b>Local authority</b>                             | Telford & Wrekin                                                                  |
| <b>Inspection number</b>                           | 10356069                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2023 and lives in Telford. She operates all year round, apart from during family holidays and at Christmas. The childminder has a level 3 qualification. The setting is open from 7.30am to 3pm, from Monday to Thursday. The childminder provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Trisha Turney

### Inspection activities

- The childminder discussed her intentions for children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the children and the childminder and spoke with them at appropriate times during 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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