

Childminder report

Inspection date: 17 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder has made significant improvements since her last inspection. As a result, children's safety is assured. The environment is safe, well maintained and welcoming and children confidently move around, secure in the routine of the day. Children see positive images of themselves in photos involved in activities and enthusiastically talk about their experiences. For example, visiting the local steam train museum. They sing a song about a train and show actions of sounding the horn and waving to people.

Older children chatter between themselves, the childminder and her assistant. They share experiences and listen to what each other has to say. Younger children babble to the childminder who listens with interest, encouraging them to tell her what they can see and hear. The childminder and her assistant support children's language well and encourage good pronunciation as they repeat words back to children.

Children develop confidence and follow their own ideas. They make their own choices with regards to play and select from a variety of age-appropriate resources, which are stored in low-level boxes. Children spend time outdoors and benefit from fresh air and physical activity. They spend time in the garden where they access a range of toys and equipment. Children enjoy using small tools when playing in the mud kitchen.

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

- Close partnership working between the childminder and parents supports children's feeling of security. Time spent getting to know all about children, their needs, routines and development on entry means that care and learning is tailored to their needs. Ongoing discussions keep parents and the childminder up to date about children's developmental achievements. Ongoing communication ensures parents are aware of their child's progress and ways they can continue their child's learning at home. Parents share that they are delighted with the care and learning opportunities provided.
- Strong relationships form between the children, the childminder and her assistant. Children behave well. Older children share, take turns and support each other. They offer to do things for their friends such as pouring them a drink at lunch time. The childminder and her assistant support the younger children as they learn to manage their emotions and understand the concept of sharing. Children's self-esteem and confidence blossoms through the praise and encouragement afforded to them.
- Children relish using different types of equipment, such as old-fashioned hand whisks and pipettes. The childminder supports them to develop their ability to

turn the handle on the whisk and use this to make large amounts of bubbles when playing in the water. They learn to squeeze the rubber top on the pipette to collect water and then squeeze it again to empty it. Younger children scoop water into their hands or a sponge and watch as it runs back into the water tray. The childminder supports children's use of language, and they use words, such as 'splashy, squishy, scrappy' and 'bubbly'.

- Children develop good social skills and enjoy playing board games together. They try and guess if a duck shaped card they turn over will have a higher or lower number than the one they have spun on a number wheel. The childminder and her assistant support children well as they learn the rules of the game and the concept of higher or lower. However, at times, they do not maximise opportunities for children to enhance their critical thinking skills. For example, when children turn over the duck card, they are told if the number is higher or lower, without having the opportunity to decide themselves.
- Children benefit from plenty of fresh air and exercise. They enjoy visits to local places of interest, including a farm and local steam train museum. Mealtimes are a social occasion. Children talk about the foods they are eating and if they are healthy foods.
- The childminder and her assistant meet regularly to plan and talk about the provision. They talk about children's learning and access some training. However, the childminder has not yet fully established arrangements for the supervision of her assistant, in order to fully support her professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes suitable steps to assure children's safety at all times. She maintains records of children's attendance. Children play in a safe and secure environment and supervision of them is good. The childminder removes potential hazards within the home and garden. All adults working with children undergo appropriate suitability checks. The childminder and her assistant maintain a secure knowledge of safeguarding children. They are aware of the procedures to follow if there is an allegation made against them. There is no use of mobile phones in the setting. The childminder and her assistant do not leave visitors unattended with the children.

What does the setting need to do to improve?

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

- consider ways of enhancing the supervision of assistants to help with their continued professional development
- enhance children's critical thinking skills even further by allowing them more

time to think and respond.

Setting details

Unique reference number	306771
Local authority	Telford & Wrekin
Inspection number	10230794
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	1 to 4
Total number of places	12
Number of children on roll	6
Date of previous inspection	14 December 2021

Information about this early years setting

The childminder registered in 1999. She holds an appropriate qualification at level 3 and works with an assistant. The childminder operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Tracey Boland

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector completed a joint observation of an activity with the childminder.
- The inspector spoke with the childminder and her assistant during the inspection and took account of the written views of the parents.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector and childminder discussed the provision to understand how the curriculum is organised.

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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