

Childminder report

Inspection date: 27 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder provides outstanding standards of care. Children are eager to arrive each morning because they have very strong attachments to the childminder and her assistant. They are quickly drawn into learning through the wide range of stimulating activities available. Children are confident and feel secure in the childminder's care, which helps them to share their own ideas. The childminder allows children to follow their own interests by incorporating these in her planning. Children's behaviour is excellent. They learn how to regulate their actions from a young age. When minor conflicts occur children work together to solve them, such as moving the toy castle so all children can sit around it and play. The physical development curriculum helps children to explore in the natural world outside. Children gain excellent physical skills, including from the weekly forest school sessions the childminder takes them to. Toddlers learn how to walk safely on uneven surfaces and all children develop their physical coordination through the use of tools. Children develop good skills for school. They learn the names of two-dimensional shapes and can structure simple sentences from text on cards. The childminder plans for children's learning well from her detailed observations. Her assessment of children's learning is not always timely.

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

- The childminder has not completed one of the required progress checks for children aged between two and three years. She had focused too much on completing the check when children have their Healthy Child Programme health and development review with their health visitor. Some children do not see a health visitor for their review until after they are three years old. This means the childminder has not provided the parents with a written summary of their child's development when the child was aged between the age of two and three years.
- Self-evaluation is strong. The childminder seeks the views of parents and children and evaluates her practice through discussions with her assistants and other childminders. She is committed to improving her own and her assistants' teaching. For instance, to further support those children who start the setting with lower than expected communication and language skills, the childminder and her assistant have learned Makaton. They use signing with the children and attend weekly 'sing and sign' sessions. This helps children who have limited speaking skills to communicate effectively.
- The childminder takes children on a vast range of outings, which help to significantly broaden their experiences. They regularly visit an elderly care home. Children talk about these visits fondly, recalling the games they have played with the residents. This helps children to learn about and meet people different to themselves and to show respect for others.
- The standard of care is exceptionally high. The childminder has very good

partnerships with parents. She precisely follows younger children's routines to help promote consistency in their care. There are strong settling-in procedures that help children new to the setting to settle in quickly, even from a very young age.

- The childminder places a strong emphasis on teaching children early reading skills. Children listen carefully to stories and have high levels of concentration, aided by the use of story props for the younger children. Children can recall the story and remember facts, such as the sound that owls make.
- The curriculum is carefully planned to help children gain knowledge and skills in sequence. The childminder provides resources to help children develop curiosity about birds as part of 'birdwatch week'. She encourages children to look for birds outside, teaching them that feeding the birds will entice them into the garden. Children learn how to use binoculars to look at birds more closely. The assistant helps them to match the birds they have spotted to an identification poster. This helps children to learn the names of birds and the concept that print carries meaning. Later, children use an electronic voice-controlled speaker to learn about the sounds that different birds make.
- The childminder and her assistant have a sharp focus on improving children's pronunciation of words. They quickly identify children who do not pronounce letter sounds correctly. The childminder and her assistant regularly correctly repeat these letters and their sounds back to children to help them hear how to say them correctly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends local safeguarding partnership update meetings to help keep her knowledge of local procedures and safeguarding risks up to date. She understands what action to take to help protect children's welfare. There is good ongoing training and supervision of assistants to help ensure they understand the childminder's safeguarding procedures, including the management of allegations. Both the childminder and her assistant know how to respond to children who may be drawn into the extreme views of others. Children gain an excellent understanding of the risk of potential hazards. They make sure that small toys that babies could choke on are not on the floor for young children to access.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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complete the progress check for all children between the age of two and three years and provide parents with a written summary of their children's development.	27/02/2020
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To further improve the quality of the early years provision, the provider should:

- target professional development to help further increase knowledge and skills, especially knowledge of the assessment requirements of the early years foundation stage.

Setting details

Unique reference number	506527
Local authority	Shropshire
Inspection number	10116004
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	12
Number of children on roll	23
Date of previous inspection	9 November 2015

Information about this early years setting

The childminder registered in 1998 and lives in the village of Bayston Hill, Shropshire. The childminder has one full-time assistant and several other assistants who work on an ad hoc basis. She operates all year round from Monday to Friday from 7.30am to 6.15pm. The childminder and her full-time assistant both hold a relevant early years qualification at level 3. She receives funding to provide free early education for three-year-old children.

Information about this inspection

Inspector

Scott Thomas-White

Inspection activities

- The childminder gave the inspector a tour of her home. They discussed the childminder's curriculum and how she has organised the environment for children.
- The inspector observed the quality of teaching and assessed the impact on children's learning. He evaluated an activity with the childminder.
- The inspector held a number of discussions with the childminder and her full-time assistant. He looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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