

Childminder report

Inspection date: 9 July 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are very happy, settled and confident within this childminding setting. They are comfortable and engage enthusiastically in their play. The childminder effortlessly provides a calm and relaxed home-from-home environment. Her gentle and caring approach fosters strong relationships, ensuring children feel secure and nurtured.

The childminder encourages children to be respectful to each other as they play. She supports them to notice others' feelings and think about their own responses. As a result, children demonstrate good social skills, learn to play cooperatively, share resources and take turns. Their behaviour is consistently good, as they are guided by the childminder's clear, simple rules and established routines. They enjoy social time together as they engage in conversation while eating their lunch. They remind each other to stay safe in the sunshine by putting on sun cream.

The environment is thoughtfully organised, offering diverse learning opportunities that support children's development across all areas. The childminder successfully encourages exploration, discovery and a love for learning. Children follow their own interests as they choose from their favourite activities. For example, they develop their imagination as they play with the small dinosaurs in the mud kitchen, which has been thoughtfully turned into a dinosaur world by the childminder. Children excitedly climb and slide down the slide, laughing as they land with a bump on the soft mat at the bottom.

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

- The childminder has a well-established and embedded curriculum, developed over many years, with a strong ethos of learning through play. She ensures a wide range of activities are provided to support learning and development of skills, alongside ample free-play choices. The environment is thoughtfully resourced, offering children diverse opportunities to explore, experiment, and discover across all areas of development.
- The childminder consistently provides a loving, calm, gentle and relaxed atmosphere for children. This nurturing environment is fundamental to children feeling safe, secure and happily settled, allowing them to thrive and thoroughly enjoy their time here. The childminder's extensive experience is evident in her ability to create a peaceful and supportive space, where children feel completely at ease.
- The childminder excels at establishing strong, meaningful relationships with both the children and their families. Her caring and insightful approach ensures that each child's individual needs are met with care and warmth. She knows the children exceptionally well, understanding their preferences and next steps in

play and learning. This means that children make good progress and receive highly personalised care and engagement.

- Children's communication and language development are supported very well. The childminder skilfully encourages language and vocabulary as she comments on their play, or asks simple, focused questions. She encourages discussions, storytelling and singing. She introduces new words to children. For example, as they notice that the caterpillar on the garden table is 'furry and fuzzy'.
- The childminder encourages children's understanding of mathematical ideas well. She narrates children's play, introducing mathematical language related to size, shape and number. This ensures that learning is engaging and natural. Her ability to draw children's attention to pattern and number in the natural world further enhances their curiosity and vocabulary. For example, as children count the spots on the ladybird and notice the stripes on the caterpillar's back.
- The childminder maintains robust and effective partnerships with parents. Daily discussions about children's development and activities ensure parents are well informed and feel completely confident in the provision. Parents express immense trust in her care, highlighting her consistency and support, which contributes significantly to the children's well-being and progress.
- The childminder demonstrates a thorough understanding of safeguarding issues, supported by her extensive experience and ongoing safeguarding training. She has well established processes in place, including daily visual risk assessments of the home and assessments for outings, ensuring children's safety and protection are paramount.
- The childminder accesses support from other professionals. She has good relationships with other providers in the area, including the local school. These contacts help her to keep up to date with current childcare and early years topics. However, she was not aware of imminent updates to the statutory framework that may have an impact on her provision.

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:

- target professional development in order to develop skills and raise the quality of provision even further.

Setting details

Unique reference number	506545
Local authority	Shropshire
Inspection number	10399098
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	18
Number of children on roll	3
Date of previous inspection	20 November 2019

Information about this early years setting

The childminder registered in 1997 and lives in Market Drayton, Shropshire. She operates Monday to Friday from 8am until 5.30pm, all year round, except for family holidays. The childminder holds a relevant level 3 qualification and occasionally works with two assistants. The childminder provides government funded childcare.

Information about this inspection

Inspector

Juliette Freeman

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025