

Childminder report

Inspection date: 14 February 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

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 has a caring and nurturing personality. Children respond well to her affectionate and calm approach. They demonstrate that they feel safe and secure in this welcoming environment. Children receive a lot of meaningful praise and they behave well. This helps them to develop a can-do attitude and boosts their self-esteem. Children persevere when learning new skills, such as when trying to hold scissors correctly to cut out pictures to add to collages they are making. The childminder teaches children good hygiene routines, such as washing their hands after using the toilet. She explains her healthy eating ethos to parents to ensure children are provided with healthy options in their lunch boxes. The childminder provides a good range of opportunities for children to develop their literacy skills, in preparation for school. Children are beginning to recognise letters and are able to write a few letters that are in their names. During a walk, children enthusiastically point to letters they know on signs in the outdoor environment. Children enjoy activities which help them to learn about different cultures and traditions. Overall, children acquire the skills and attitudes they need for their next stage of learning and their eventual move on to school.

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

- The childminder is a good role model. She is polite and kind. She sets clear, age-appropriate boundaries for the children, both in her home and during outings. Children are respectful of these and follow her rules closely. They share and take turns and demonstrate good manners as they say 'please' and 'thank you' to each other as they play.
- Overall, the experienced childminder is a good teacher. Her knowledge of how children learn and develop has a positive impact on the learning experiences she provides. Children make good progress from their individual starting points.
- Children develop a love of books and like to select their favourites. For example, during a creative activity, children talk to the childminder about the book they would like to read afterwards.
- The childminder helps children to feel valued in many ways. Children are keen to show the inspector examples of their work, which are displayed prominently in the childminder's home, demonstrating the skills they have used.
- The childminder uses her regular observations and accurate assessments of children's learning to plan activities based on what children need to learn next. However, the childminder does not exchange precise information about children's care and education with other settings that they attend. She does not find out what children are learning elsewhere so that she is able to complement this in her home.
- Children are confident communicators. The childminder engages them in meaningful conversations and shows a genuine interest in what children have to

say. Children keenly recall past experiences with the childminder. She supports babies' communication development well. She talks to them constantly and comments on what they are doing. She uses good facial expressions and repeats their babbles. This reinforces to them that the sounds they make are important and convey meaning.

- The childminder promotes children's good health and physical well-being. For example, children have daily opportunities for exercise and fresh air, and they also learn about road safety during regular walks within the community.
- The childminder supports children's mathematical skills well. For example, she helps children to learn to count, recognise numbers and match number to quantity.
- The childminder reflects on her practice to help her improve outcomes for children. She is a member of a local childminder network that meets regularly to share ideas and best practice. She identifies her training needs and ensures her knowledge and skills remain up to date.
- The childminder provides parents with information about their children's learning during their time with her. However, she does not involve parents as fully as possible in their children's education. There is scope to enable them to share more information about what their children are learning at home to promote better continuity with this in the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly refreshes her safeguarding training to help to keep her up to date with any changes. She has good knowledge of the signs and symptoms that could indicate a child may be at risk of harm. She knows how to record and report any concerns she may have about a child's welfare. The childminder understands her responsibilities for dealing with allegations and knows when and how to contact the relevant professionals in these circumstances. The childminder checks her premises on a daily basis to ensure it remains safe and secure for children to play in.

What does the setting need to do to improve?

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

- extend the links with other settings that children attend, in order to exchange more precise details about children's care and learning
- involve parents more in their children's education and support them to share more information about their children's achievements at home.

Setting details

Unique reference number	506552
Local authority	Shropshire
Inspection number	10116005
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	25 March 2015

Information about this early years setting

The childminder registered in 1993. She lives in Bridgenorth. The childminder operates her service Monday to Friday, 7.30am until 5.30pm. She holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- The inspector and the childminder completed a tour of the parts of her home that she uses for childminding and discussed how the curriculum is organised.
- The inspector observed activities and reviewed the quality of the childminder's interactions with the children and her teaching skills. She also accompanied the childminder on a walk to collect children from a local school.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder about children's learning, safety and welfare. She also discussed how the childminder reflects on the quality of her service.
- The inspector looked at relevant documentation and checked evidence of the suitability of the childminder and all adults living on the premises.

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 2020