

Childminder report

Inspection date: 27 January 2020

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

The provision is good

Children form close and trusting bonds with the childminder, who is nurturing and attentive to their individual needs. They confidently explore the safe and stimulating learning environment. For example, they decide which of the two playrooms to use and access resources independently. Children make good progress in their learning and are helped to gain the knowledge, understanding and skills they need in readiness for school. They have confidence in their own abilities and manage their everyday needs for themselves. Older children show awareness of the needs of younger children and offer to show them how to do a task. Children play together harmoniously and have good social skills. They learn to manage their feelings and about friendly behaviour. The childminder helps children to develop their awareness of people and cultures beyond their immediate experience. For instance, they access books and resources that reflect diversity, and the varying needs of people in the local community. Children enjoy visits to different places in the local area. They have good imaginations and use this expressively as they recreate roles and familiar experiences. Children enjoy role play and serve pretend meals to their friends. They decide that a doll is a 'wicked witch' and create a story about her.

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

- The childminder focuses on continuing her professional development to keep her skills and knowledge updated. Recent training has helped her review her systems for completing the progress check for two-year-olds. She reflects effectively on the service she provides. The childminder is a good role model and helps children to gain a positive view of themselves. She creates a safe and happy environment for children to grow and develop.
- Parent partnerships are strong. The childminder works closely with them to help provide continuity in children's care and learning. She encourages a regular dialogue of children's achievements at home to identify how they can work together to support children in areas of their development, such as managing behaviour. Parents and carers speak highly about the care their children receive.
- The childminder monitors children's progress and makes accurate assessments of their achievements. However, she does not make the best use of this information to identify how to challenge children fully in their learning. Consequently, she has not maintained the highest level of provision for children. That said, the childminder provides children with a wide range of interesting activities across the different areas of learning that they enjoy. Children are well motivated to play and explore. They concentrate well on tasks that interest them.
- The childminder follows good hygiene routines and children learn about washing hands before preparing food and after using the toilet. However, she does not

make the best use of opportunities that arise and daily routines to help children to learn about making healthy food choices.

- The childminder supports children's communication skills well and provides them with a good language model. Children are articulate and express their interests and ideas clearly. They use language well as they play, such as asking questions, giving explanations and offering suggestions.
- Children progress well with their mathematical understanding. The childminder provides them with a rich and varied range of experiences that help them to develop their understanding of numbers and measures. Children recognise numbers, sort a group of objects and count the number of spoons of water to use in a cooking recipe. They develop their understanding of 'full' and 'empty', and enjoy talking about the prices of items in the role-play shop.
- The childminder helps children to develop their physical skills including larger and smaller muscle movements. They benefit from opportunities to use age-appropriate climbing equipment and regular walks. Children concentrate as they use scissors to cut out shapes and fringe paper.
- Children gain good literacy skills. They request their favourite stories and recall details about characters and key events. They gain good control as they use a range of tools to write and give meaning to their marks. Children experiment with letters and symbols to represent words, and their names. They recall rhymes and songs and sing these with their friends.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibilities to protect children from harm. She attends regular training to keep her safeguarding knowledge updated. She understands what might alert her to a child being at risk of harm. This includes wider concerns relating to the 'Prevent' duty and signs of extreme views. The childminder knows about local safeguarding procedures should she have any concerns about the welfare of a child in her care. The childminder makes good use of risk assessments to ensure she keeps children safe in her home and on outings.

What does the setting need to do to improve?

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

- use observations of children's achievements and assessment information more rigorously to precisely identify how to plan learning experiences that offer them the highest level of challenge
- increase further the opportunities to help children to learn about making healthy food choices.

Setting details

Unique reference number	506556
Local authority	Shropshire
Inspection number	10116006
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	22 January 2015

Information about this early years setting

The childminder registered in 1990. She lives in Broseley, Shropshire. The provision operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She receives funding to provide free early education for three-year-old children.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The inspector completed a learning walk with the childminder across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector carried out joint observations with the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- The inspector looked at a sample of documents. This included evidence about suitability and training.
- The inspector took account of parents' views.

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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