

Childminder report

Inspection date: 31 March 2023

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

The provision is good

Children have a close relationship with this calm and nurturing childminder. They seek reassurance and cuddles from her when they are unsure or tired. This shows that they feel secure with her. Children are friendly as they say hello and involve visitors in their game of castles. They listen attentively to the childminder's instructions and follow them well. For example, the childminder encourages children to carefully take turns as they gaze at the tadpoles in the bowl. Children hear a range of new words in conversations, and this helps them broaden their vocabulary. For instance, the childminder uses words like 'silty' and 'hazy' as she describes what the water looks like in the bowl of tadpoles.

Children develop a love of reading because the childminder takes them to the local mobile lending library to choose books. They choose favourite and new stories to take away with them. The childminder prioritises story time, and children cuddle into her as they read books together. They learn early mathematical skills as they sing and count 'five little speckled frogs sat on a speckled log'. Children enjoy creative activities, painting their log and sticking on little paper frogs. They wait patiently for the correct coloured paint to add to their mixture to make brown paint. They develop small-muscle skills as they stir the paint and large-muscle skills as they scoot around on small wheeled toys.

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

- The childminder supports children's early language well as she models good pronunciation. She is calm and clear in her conversations with children and comments on what the children are doing. This helps them to extend their vocabulary and gives meaning to their actions. The childminder asks open-ended questions and waits for children to respond. Furthermore, she sings songs with children and encourages them to join in with words and actions, which they enjoy. She waits for them to fill in gaps in the songs and repeats words back to them to show how to pronounce words correctly.
- The childminder knows the children she cares for, and their families, very well. She has a good understanding of where children are in their development. She talks about their progress with confidence and uses this knowledge to plan for next steps. The childminder skilfully supports children to achieve through well-sequenced, interesting activities and focused interactions. However, she has not yet accessed the most recent child development guidance to extend her understanding further, particularly around how young children learn.
- Children make clear choices about what they do. For example, they ask for favourite toys and know where to find them. The childminder supports this well by encouraging them to freely access resources. Furthermore, the routine focuses on children leading their own play, and this supports them well in their

increasing independence.

- Children learn the importance of good hygiene routines because the childminder reminds them when they need to wash their hands. She helps the children to understand why this is important, for example when they have finished adding stream water to the bowl of tadpoles. They begin to understand about healthy eating as they relish wholemeal toast the childminder prepares for their snack and share cucumber pieces and fruit at lunchtime.
- The childminder completes the progress check for children aged between two and three years. In addition, she maintains a daily diary where she records development milestones, interests and special moments. This information is shared with parents regularly and helps to ensure that everyone is up to date with children's development.
- Children access a wide range of resources that support all areas of learning. In addition, the childminder thoughtfully plans activities linked to a favourite subject or to introduce something new to the children. For example, children are engrossed in the development of the tadpoles, which are easy to see in a bowl in the lounge. As a result of their interest, the childminder has broadened activities to include stories, rhymes and creative activities all about tadpoles and frogs. However, there is scope to enhance children's sensory development even further by providing more experiential and open-ended opportunities.
- Children learn about their world as they go on walks in the village. They see familiar people and begin to understand about their own community. Children learn about the wider world and diversity as they look at books and play with toys and resources that consider the uniqueness of each child.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe from harm or abuse. She knows who to contact and the processes to follow if she has a concern about children in her care. Furthermore, she makes sure that she accesses a wide range of safeguarding training and information to ensure her knowledge is up to date. This helps to ensure that she can identify signs and indicators that could mean a child is at risk of extremism and radicalisation. The childminder risk assesses the space used by children to ensure that they are safe while playing. She maintains a current paediatric first-aid qualification.

What does the setting need to do to improve?

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

- strengthen knowledge and understanding of child development guidance to extend practice further, particularly in relation to how children like to learn
- provide more opportunities for children to enhance their sensory development.

Setting details

Unique reference number	506630
Local authority	Shropshire
Inspection number	10276255
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	6
Number of children on roll	5
Date of previous inspection	7 July 2017

Information about this early years setting

The childminder registered in 1995 and lives in Whitcott Keysett, Shropshire. She operates on Thursdays and Fridays, all year round, from 8.30am until 4.30pm, except for bank holidays and family holidays.

Information about this inspection

Inspector

Juliette Freeman

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the early years provision is organised.
- The inspector observed the interactions between the childminder and the children.
- The inspector looked at a selection of documentation.

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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