

Childminder report

Inspection date: 22 August 2022

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

The childminder is warm, kind and caring towards children. As children arrive, she offers them plenty of comfort and reassurance. The childminder provides children with resources and experiences to help engage them in their play. This helps children to settle in quickly and feel secure in her home.

Children benefit from a range of high-quality learning experiences, which results in them having a positive attitude towards their play and learning. They develop their small-hand muscles as they use different tools to mould play dough. The childminder supports children to learn how to hold and use scissors correctly from a young age. She focuses a strong emphasis on children's early mathematical skills. For example, the childminder counts objects with children so they learn what numbers mean. She labels different shaped cutters so children can correctly identify shapes independently.

The childminder has high expectations for every child. At lunchtime, she prioritises children gaining good table manners. The childminder provides support for children to sit at the table with her. She provides them with cutlery so that they begin to use the cutlery to feed themselves independently. The childminder and children chatter happily together, making mealtimes an enjoyable and sociable occasion.

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

- The childminder has a clear understanding about what she wants every child to learn. She has high regard for their personal, emotional and social development and provides ample opportunities for children to build on this. This helps children to become confident individuals in readiness for the next stage in their learning.
- The childminder gets to know every child very well. She completes thorough and regular assessments of children's development to identify what they know and can do. The childminder exchanges information with parents to inform them of what she intends children to learn next and plans meaningful experiences to build on this. Consequently, children are supported to make good progress in their learning and development.
- Children gain an understanding about the world they live in. They delight as they pick ripe tomatoes from the childminder's greenhouse to enjoy for their lunch. The childminder helps children to identify which are red and green, so they know which ones are ready to eat. Children enjoy regular outings to local amenities, where they feed animals.
- The childminder provides children with different experiences that promote children's thinking skills. For example, children use shape sorters to match up different shapes and try to fit them into the correct hole. They use equipment to push play dough through a hole. However, at times, the childminder intervenes

too soon to complete tasks for them. This limits children's opportunities to explore and test ideas for themselves to fully build on their problem-solving and critical thinking skills.

- Parents provide positive feedback about the childminder and her home-from-home environment. They comment that their children make good progress in their learning and enjoy attending. Parents welcome the regular feedback they receive about their child's care and learning, which helps to promote continuity at home.
- The childminder has an inclusive approach. She has thorough systems in place to identify any delays in children's development at the earliest opportunity. The childminder knows how to access support for children who may need it, including when to make a referral to other professionals. This means that she can provide effective support for children with special educational needs and/or disabilities.
- The childminder is a reflective person who is committed to providing children with the best possible experiences. She accesses a broad range of training opportunities to continuously build on her knowledge and skills. The childminder has identified further training courses she intends to complete to raise her already good teaching skills even further.
- Children behave well in the childminder's home. She models words to help children describe their emotions, such as happy and sad, so that they can communicate their feelings. The childminder sets clear expectations and boundaries for children's behaviour. Because of the kind and respectful relationships she has formed with children, they respect and follow these with ease.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended regular child protection training courses to keep her knowledge of safeguarding issues up to date. She is alert to signs that could indicate a child is at risk of abuse. The childminder is also aware of her duty to identify and respond to concerns that could indicate a child is being radicalised. She knows how to report child protection concerns to other agencies in a timely way. The childminder is knowledgeable about the procedures to follow if an allegation is made against herself or another adult. She uses risk assessment well to provide children with a safe learning environment.

What does the setting need to do to improve?

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

- build on opportunities for children to further develop problem-solving and critical-thinking skills by allowing them more time to explore and test their ideas.

Setting details

Unique reference number	510178
Local authority	Shropshire
Inspection number	10220272
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 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	1 February 2018

Information about this early years setting

The childminder registered in 1991. She lives in Oswestry and works alongside another registered childminder. The childminder works Monday to Friday, from 7am until 6pm, all year round, except for family holidays and bank holidays.

Information about this inspection

Inspector

Lisa Bennett

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The childminder and inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- The inspector took account of parents' views of the setting.
- The inspector observed the quality of teaching and interactions indoors and outdoors to assess the impact of this on children's learning.
- The inspector held discussions with the childminder at appropriate times and looked at relevant documentation and evidence of suitability.

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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