

Childminder report

Inspection date: 24 October 2024

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

The childminder provides children with a homely and welcoming environment. She forms strong bonds with children, which gives them security to leave their parents with ease. They go to her for extra cuddles and support if necessary. This ensures they feel safe and emotionally secure. The childminder is a good role model. She is polite when talking to the children and encourages them to do the same. Children understand the routines and follow instructions well. The childminder provides lots of praise and encouragement to children, which increases their self-esteem. Children's behaviour is good.

The childminder has a good knowledge of child development, which she uses to ensure children's next steps enable them to make good progress from their starting points. Children develop a broad range of skills covering different areas of the curriculum. For example, children enjoy playing in the sand. They use their imagination and make 'ice creams'. They develop hand-eye coordination and small motor skills as they scoop the sand into cones. Children benefit from experiences outside the setting. The childminder takes them to a local activity centre to use the equipment that helps develop their physical development and social skills. They go to the shops and identify items to put in the basket. They discuss what they see around them as they visit places, which supports children to learn about the community they live in.

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

- The childminder has a strong ethos for her provision. She wants every child to be happy, secure, and school-ready. The childminder works with other professionals to ensure the best outcomes for children in her care. She has a positive attitude towards continually improving her practice. The childminder understands the impact of professional development on children's ongoing learning and development.
- The childminder reads children stories. She creates excitement and anticipation. In turn, the children engage and listen carefully. The children know the familiar story and squeal with excitement as they shout out key words as the story progresses. Younger children make gestures to match the animals in the story, such as waving their arms to represent a trunk for the elephant. This approach helps develop children's listening skills and a love for stories and books.
- The childminder role models good language. She narrates children's play and interactions. Children start to repeat words and sounds. However, at times, the childminder does not fully support children to make choices or build on their existing knowledge. For example, she does not always encourage children to communicate which fruit they want for a snack or which stories they would like to hear. Therefore, the opportunities to extend children's communication skills

further are not always maximised.

- Children have access to a variety of resources, which they confidently explore. The childminder provides children with opportunities to investigate resources that they may not normally have in their home environments. The childminder uses children's interests to further their learning. For example, children show an interest in the inspector's laptop. Children are given a variety of technology resources to play with. They show concentration as they explore the buttons, flaps and sounds of the equipment. They happily interact with each other as they play.
- Parent partnership is very good. The childminder builds strong bonds with families. Parents comment that the childminder reassures them about their child's development and supports children's learning at home. They add that she gives them advice on topics, such as potty training. The childminder provides parents with daily information about what their child is doing and things they are working on at the setting. She takes the time to talk to parents and sends daily pictures using an online system.
- The childminder provides healthy snacks of fruit and water. She works with parents to ensure healthy packed lunches are being brought to the setting. Children follow good hygiene practices as they learn to wash their hands before sitting at the table to eat. Children have access to a large outdoor area, which they use every day to promote physical exercise and fresh air. The childminder promotes children's independence by supporting them with tasks, such as tidying toys away and putting on their coats to go outdoors.

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:

- support children to make choices and build on their existing knowledge to extend their communication skills even further.

Setting details

Unique reference number	510180
Local authority	Shropshire
Inspection number	10355396
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 6
Total number of places	3
Number of children on roll	11
Date of previous inspection	28 November 2018

Information about this early years setting

The childminder registered in 2000. She lives in Shrewsbury with her husband, who is also her co-childminder. The childminder operates all year round from 7.30am to 6pm, Tuesday to Thursday, except bank holidays and family holidays. The childminder holds a recognised early years qualification at level 6 and early years professional status. She provides funded early education for any eligible children.

Information about this inspection

Inspector

Sue Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- 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.

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