

Childminder report

Inspection date: 24 October 2024

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

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

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

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

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy to attend this friendly and nurturing setting. The childminder gives children a warm welcome as they arrive. Children show that they feel safe and secure in his care. They demonstrate a positive attitude to learning and eagerly play with their friends. The well-sequenced curriculum allows all children to develop in all areas, and they soon become confident learners. Children's starting points and interests are gathered from parents when children enrol. The childminder uses this information to plan activities. Children explore and investigate the environment both indoors and outdoors. For example, indoors, children dance and copy actions to music and songs. They have fun as they build on their coordination and listening skills. Outdoors, the childminder supports children to climb to the top of the climbing frame. Children develop their gross motor skills as they carefully negotiate the steps. When at the top, they look through a telescope to view the world around them.

The childminder is a positive role model for children's behaviour. He is calm in his approach and supports children to share, take turns and use their manners. Children's behaviour is good. They listen well and follow simple instructions. They know and understand the familiar routines, which supports them in feeling secure and develops their confidence and self-esteem.

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

- The childminder works with a co-childminder. They work together to plan an exciting, play-based curriculum. The childminder builds on children's interests. For example, children enjoy playing with toy cars, and the childminder shows children how to roll them down the ramp. Children have great fun as they model his actions. The childminder talks to children about colours and introduces early mathematics as they count the cars. This builds on what children know and extends their learning further. All children make good progress from their starting points.
- The childminder places great emphasis on children taking age-appropriate risks. For example, children go to the local park to use more challenging equipment to climb, jump and balance on. This builds on children's physical skills and coordination. It helps children to develop confidence and a can-do attitude, which increases their self-esteem.
- The childminder role models language as he plays alongside the children. He narrates their play and repeats words for younger children to copy. More confident talkers are asked open-ended questions to promote further communication and language. Children develop good language skills overall.
- The childminder undertakes mandatory training, such as paediatric first aid, and updates his safeguarding training regularly. He is reflective of his role and works

with the co-childminder to evaluate his practice. However, the childminder does not always precisely target professional development opportunities to raise his knowledge of teaching and learning to the highest level.

- Parent partnership is strong. Parents are very positive about the care and attention the childminder gives their children. They benefit from daily information both verbally and using an online system. The childminder shares information about the children's day and the variety of experiences they have undertaken. Parents value the social and emotional development that comes from the close bonds with the childminder and the small group of other children.
- The childminder promotes children's health and well-being successfully. Children benefit from lots of fresh air and exercise. The childminder helps children develop healthy routines. For example, children know to wash their hands before eating. They have fruit and toast for snacks and always have access to drinking water during the day. At mealtimes, children sit together at the table. This is a lovely, social time where children learn to sit well together. Lunch boxes are supplied by parents. The childminder provides parents with ideas and examples of healthy foods where needed.
- Children develop their independence and self-care skills. They access a wide range of age-appropriate resources to investigate and explore. The childminder encourages even the youngest children to try to do tasks, such as putting on their coats and washing their hands. All children tidy away resources and learn to take care of resources in their environment.

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:

- target professional development more precisely to enhance teaching skills to the highest level.

Setting details

Unique reference number	EY101908
Local authority	Shropshire
Inspection number	10355397
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 2002 and lives in Shrewsbury with his wife, who is also his co-childminder. He operates on a Thursday, between 7.30am to 6pm, except for bank holidays and family holidays. The childminder provides funded early education for any eligible children attending.

Information about this inspection

Inspector

Sue Smith

Inspection activities

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

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 2024