

Childminder report

Inspection date:

4 September 2019

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder and her assistants support children's learning successfully. They make good use of their observations of children's play to accurately inform assessment and to identify how to support each child's development. The childminder and her assistants use their good understanding of how young children learn and their knowledge of the curriculum to skilfully enhance play. For example, children concentrate as they construct towers as tall as possible. They laugh with excitement when the towers fall, and eagerly reconstruct them. Children use positional language such as 'on top' and 'underneath' as they talk about where they will place a block. They progress well with their mathematical understanding and explore a range of concepts, including time and what is meant by 'one more' as they count. The childminder and her assistants support children's emotional security successfully. They are friendly and nurturing, and children form close bonds with them. Babies are happy, secure and quickly soothed. Older children develop an awareness of their emotions and how their actions and words can affect others. The childminder encourages children to share equipment. After experiencing the sounds made by a percussion instrument, children happily pass it on to a friend so that they can also have a go.

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

- The childminder has strong partnerships with parents and they work well together to support children's continued learning at home. She works closely with them to review children's ongoing progress and also to establish their routines and development needs on entry. However, she does not consistently liaise with staff from the previous setting where children attended, to obtain a comprehensive knowledge of children's progress and their learning requirements.
- The childminder works closely with her co-childminder and assistants to reflect effectively on the service she provides and to identify areas for further development. She is currently looking at how she can further develop the resources available to support children who speak English as an additional language. The childminder and her assistants support children's communication and language development skilfully. They use effective strategies and implement targeted interventions to help children experiencing language delay to become confident communicators. Children listen carefully to stories and songs, and confidently join in with repeated refrains. Older children engage in interesting conversations and express their good ideas articulately. They acquire a wealth of useful skills and knowledge to prepare them well for their future learning and the move on to school.
- The childminder keeps her professional skills up to date and provides effective support, guidance and coaching to ensure that her assistants also continue to

develop their practice. Recent training has helped them to develop further the range of activities they provide to help children acquire good early literacy skills. Children learn about letters and their sounds. They enjoy using musical instruments to explore the number of sounds they can hear in a word. They benefit from a good range of activities to use their imaginations. For example, children pretend they are making ice-cream cones when they play with squirty foam.

- The childminder supports children's good health well. She provides them with nutritionally balanced meals, snacks and drinks, and helps them to learn about good hygiene routines. Children understand the importance of handwashing and cleaning their teeth. The childminder provides valuable opportunities for children to learn about keeping themselves safe and managing risks, including online safety and risks associated with fire. Children benefit from many opportunities to be physically active, to develop confidence in their own abilities and to make adventurous choices. This includes learning to jump safely from obstacles of increasing height and challenging themselves to reach a higher level on the climbing frame.
- The childminder and her assistants plan interesting activities that help children to learn about their local community and the wider world. Children enjoy visits into the local community to see elderly residents in a care home. They learn that people have various needs and find ways they can offer them help. Children eagerly sample food from around the world and find out about key landmarks from different countries.
- Children are motivated to play, explore and make discoveries. However, activities that immediately follow lunchtime are not as well organised as possible to maximise opportunities for children to make decisions and lead their play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure understanding of the safeguarding policies and know about possible signs that indicate a child is at risk of harm. They understand the procedures to follow if they need to seek further help and report any concerns about a child's welfare. The childminder follows safe recruitment processes to check the suitability of assistants. The childminder and her assistants understand the importance of informing other agencies about allegations and concerns about the conduct of colleagues.

What does the setting need to do to improve?

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

- gather as much information as possible from the setting children have previously attended, to obtain a fully comprehensive knowledge about a child's learning

and development on entry

- review and enhance some routines to maximise opportunities for children to lead their play and further extend their already good skills.

Setting details

Unique reference number	EY221833
Local authority	Shropshire
Inspection number	10116024
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 13
Total number of places	18
Number of children on roll	40
Date of previous inspection	8 October 2013

Information about this early years setting

The childminder registered in 2002 and lives in Stretton, Shropshire. She operates all year round from 7am to 7pm, Monday to Friday. The childminder provides funded early education for three-year-old children. She works with a co-childminder and assistants. The childminder holds an early years qualification at level 6 and all other staff are qualified at level 2 or 3.

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, staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of documents, including evidence of staff suitability and training.

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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