

Childminder report

Inspection date: 4 February 2020

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 provides a space where children can move freely and safely and choose what to do from the resources provided, according to their interests. The children's experiences, such as visiting a farm and a dog groomers, are used very well to teach them about a variety of animals. For example, children play with the toy farm, naming the animals, and talk about their soft koalas as they carry them around and put them to sleep. This learning is later reinforced well as they are encouraged to find the animals around the room to match what they see in a book. Children show sustained levels of interest and enjoy this interactive session. The childminder places a good focus on introducing new ideas to children. For example, children learn about their own homes and where animals live, and create dens using blankets and chairs. Children recall the swans and ducks they have seen and fed, and that fish live in water and the dog in a kennel. The childminder places a good focus on introducing new words and encouraging children to communicate. They use a range of art and craft activities to be creative and imaginative. They begin to count and recognise colours and shapes, but have fewer opportunities to learn about numbers, quantities, calculation and early phonics. Children have a close relationship with the childminder and enjoy their time in her care.

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

- The childminder is well qualified and experienced, and provides a rich range of experiences to help children make good progress. She carefully selects local morning toddler groups, which are focused on promoting children's physical, language and creative development. In the afternoons, she follows children's interests to provide enjoyable activities to help them progress.
- The childminder observes children daily, tracks their progress carefully and shares this information with parents to keep them up to date. However, she does not always use this information sharply enough to help her identify very precise next steps in learning in order to provide the highest level of challenge.
- The childminder plans visits and good first-hand experiences to help teach children about the changing seasons, animals and the environment. For example, children visit nature trails, farms and parks, and experience visiting the dentist, shops and local church. This helps them to learn about their local community and the natural world.
- The childminder prioritises children visiting the library regularly to help them develop a fondness for books, and she shares stories daily. She provides ample opportunities for children to make marks and write as they play, and the most-able children begin to recognise their names.
- The childminder regularly meets with other childminders and she uses this time to share ideas and help extend her practice. She is up to date with all her mandatory training to help promote children's welfare. However, she does not

always make the best possible use of professional development opportunities available to help deepen her knowledge even further. For example, to help develop her teaching of letters and sounds and how to make mathematics activities even more appealing to all children.

- The childminder prioritises promoting children's social skills and emotional security. Children are clearly happy and confident in her care and she fosters each child's individual character and personality well. She sensitively works with children to help them learn to respect and consider the needs and feelings of others.
- The childminder clearly recognises the value of working closely with parents from the outset. For example, she offers a flexible approach when children are settling in to ensure parents feel ready to leave their child. Parents report very high levels of satisfaction and are extremely grateful for the guidance and support they receive on issues such as behaviour management, sleep routines and feeding.
- The childminder places a high priority on teaching children about keeping safe. For example, she helps children learn about how to keep safe in the home, garden and around the pet dog. She prepares healthy and nutritious meals, and children learn about the benefits of a healthy diet and limiting high-sugar foods. The childminder walks daily with children to and from the various groups they attend and they have good opportunities to be outdoors in the fresh air.

Safeguarding

The arrangements for safeguarding are effective.

There are clear procedures in place to ensure household members are suitable. The childminder has a secure understanding of child protection issues and knows the procedure to follow if she is concerned about a child. She checks her home and garden daily to ensure it is clean and safe to receive children. She has clear rules in place to keep children safe and helps them understand about dangers. She is vigilant about children's safety on outings and uses age-appropriate reins and pushchairs. She teaches children about road safety. Children learn to use knives safely as they help cut and prepare the fruits and vegetables.

What does the setting need to do to improve?

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

- use children's assessment information more sharply to plan very precise next steps in their learning and provide highly challenging activities to help them make rapid progress
- gain a deeper understanding of how to provide a rich range of activities to motivate all children to learn about numbers, quantities, calculation and early phonics to help them make the best possible progress across the curriculum.

Setting details

Unique reference number	EY233736
Local authority	Shropshire
Inspection number	10071213
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	2 April 2015

Information about this early years setting

The childminder registered in 2002. She lives in Bridgnorth, Shropshire. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. She holds a qualification at level 3 in early years.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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