

Childminder report

Inspection date: 12 December 2022

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 loved and cared for by the childminder. They are treated like part of the family and develop positive relationships with her. Children flourish under the childminder's calm, kind and friendly care and she has high expectations for their behaviour. Children are polite and behave well. They enjoy sharing a love of books with the childminder. They sit and join in with rich communication as they talk about the characters in the story. Children invite the childminder into their play with play dough. They make snowmen together and talk about the features that they need. Children smile as they stick on a carrot nose. They take part in imaginative play. For instance, children use a toy telephone to pretend to talk to mummy and daddy.

Children are encouraged to be independent. They tell the childminder when they are feeling hungry or tired. They feed themselves and make choices about what they would like to eat next. The childminder includes the children in local events. For example, children make baubles for the village Christmas tree and decorate a float for the summer carnival. This supports their understanding of the world around them and offers new experiences.

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

- Children develop strong relationships with this nurturing childminder. The childminder gets to know each child very well and is aware of their individual needs and interests. She uses her good knowledge of the children to ensure that resources are available to engage them. For example, children have opportunities to develop their imagination while playing in the play kitchen as they arrive at the setting. Children sing along to their favourite songs as they play gently in the background.
- Children concentrate for extended periods at activities that interest them. For example, children sit and explore the play dough with a variety of tools that are available. They have meaningful conversations with the childminder as they play. However, the childminder does not always offer challenge to extend children's physical development further.
- The childminder has created a communication-rich environment that supports children to develop a good level of speech and language. Children identify colours and shapes that they have made, and the childminder asks questions to check their understanding. The childminder offers children a broad vocabulary and promotes a love of books. Children join the childminder on visits to the local library where they can choose their own stories to share with their friends.
- The childminder encourages children to be independent learners. They have open access through the ground floor and garden area. Children choose where they would like to play and which resources they would like to use. The

childminder allows children to guide their learning and will not break their concentration to follow a set routine. For example, children say when they are hungry and know that they need to wash their hands before eating.

- The childminder establishes good transitions for children. She offers settling-in sessions that children can attend with their parents. This helps children to feel safe and secure in her care. Younger children join in with school drop-off and collection times. This helps to get them used to seeing the teachers and eases their transitions to school.
- Parents speak very highly of the childminder. They talk about the love that she gives to the children as she welcomes them into her home. Parents are happy with the progress their children make. They learn what children's next steps are, which helps them to support them at home. The childminder and parents work together to establish potty training at developmentally appropriate times.
- The childminder has a positive ethos and aspires to offer the very best care for the children who attend. She attends training to enhance her already good knowledge of safeguarding and speech and language development. However, the childminder does not always keep up to date with changes in childcare legislation to strengthen her teaching further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out appropriate risk assessments and takes steps to keep children safe. For example, before taking children on an outing, the childminder will visit the location to check the security and safety of the environment. She regularly assesses safety in her home to remove or reduce any risks. The childminder has a good understanding of how to protect children from harm. She knows how to identify and report any concerns about children to keep them safe. The childminder has taken part in designated safeguarding lead training to update her knowledge. She has comprehensive policies in place which cover a wide range of safeguarding issues.

What does the setting need to do to improve?

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

- build on children's opportunities to develop physical skills that are more challenging
- keep up to date with changes in legislation to strengthen teaching further.

Setting details

Unique reference number	EY241647
Local authority	Shropshire
Inspection number	10263197
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	2 to 2
Total number of places	6
Number of children on roll	10
Date of previous inspection	24 April 2017

Information about this early years setting

The childminder registered in 2002 and lives in West Felton, Shropshire. She operates all year round from 8am to 5.30pm, Monday to Friday. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Ali Myers

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has 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.

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 2022