

Childminder report

Inspection date: 3 May 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder creates a homely and welcoming environment where children settle well. She is affectionate and caring, and nurtures children in her homely childminding space. As a result, children are happy and comfortable. They can quickly find their favourite toys because the childminder thoughtfully ensures these are close at hand. This helps with transition as they are dropped off by their parents.

The childminder is calm and consistent in her interactions with children. She offers encouragement as children start to share toys and play together. This helps support their social development well. Children behave well and show that they understand simple routines as they get their coats on ready to go for a walk. The childminder knows the children very well, often having cared for older siblings. This means that she can offer favourite toys and activities quickly and expertly.

The childminder provides children with a wealth of learning experiences that help them to engage in their learning and make good progress. For example, she uses a number of community groups so that children can access a wide range of planned activities. The childminder complements these with her own activities at home, which focus on play and free choice. She supports children to develop their communication and language through her positive interactions. She narrates children's play and engages them in back-and-forth conversations to support and extend their vocabulary.

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

- The childminder uses her extensive knowledge gained over many years of childminding to support children's development. She uses observations of children and their interests to plan activities and experiences. Furthermore, she works closely with parents and other professionals to seek additional support for children when appropriate.
- Children's development across all areas of learning is supported well. This is because the childminder's curriculum provides a good range of experiences and activities, both in the setting and on outings. However, children do not always have enough opportunity to explore creatively and develop their own ideas in the childminding setting.
- The childminder keeps up to date with training as part of her professional development. Furthermore, she is regularly in touch with other childminders, and they discuss good practice and ideas. She is clear about her plans for improvement and intends to undertake training in speech and language development. This, she says, will help her support children's outcomes even more.

- The environment is safe and secure because the childminder makes effective risk assessments of the spaces children use. Toys are well maintained and clean, and they are stored appropriately. Equipment, such as high chairs and potties, is in excellent condition for children's use.
- Children's physical development and health are encouraged well. There is a large outdoor space, which provides an opportunity for children to use wheeled toys, run around and exercise daily. Children learn the importance of good hygiene as they wash their hands before lunch. The childminder maintains a relaxed environment for children to eat their meals and snacks. She uses her knowledge and experience to support individual needs at this time. For example, she offers babies finger foods and provides them with small spoons to scoop their lunch into their mouths.
- Young children develop an understanding of mathematics. They build towers of bricks with the childminder, who discusses the colours of the blocks as they build. She counts the blocks with them, giving them the numbers as they point to each one. The childminder encourages children to name colours with her. Children persevere and are beginning to show a positive attitude to their learning.
- Children enjoy frequent walks in the local community. For example, they all go to the local school to collect other children, or go shopping at the local shop. The childminder also organises trips out to local libraries, parks and other attractions. This all helps children develop a sense of their world.
- Parents are very complimentary about the childminder. They fully appreciate the care she provides for their children. They comment that their children are happy and settled in this homely environment. Parents also acknowledge and value the broader support the childminder provides for families. However, parents do not always receive enough information about their child's well-being and progress on a daily basis.

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:

- enhance partnerships with parents to share information about children routinely on a daily basis
- provide more opportunities for children to explore their creativity and develop their own ideas in their play.

Setting details

Unique reference number	EY253993
Local authority	Shropshire
Inspection number	10335544
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	1 to 11
Total number of places	6
Number of children on roll	18
Date of previous inspection	20 June 2018

Information about this early years setting

The childminder registered in 2003 and lives in Bridgnorth, Shropshire. She operates all year round from 7am to 5pm on Monday and Tuesday, and from 7am to 5.30pm on Wednesday, Thursday and Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Juliette Freeman

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 provider.
- The childminder discussed with the inspector how the early years provision is organised.
- The childminder spoke to the inspector about children's learning and development.
- The inspector read parents' written comments and took account of their views.
- Children interacted with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector completed a nursery collection together.

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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