

Childminder report

Inspection date: 26 June 2023

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

Children form secure relationships with the childminder and clearly feel at home and safe in her care. The childminder uses her skills to help children understand their emotions and think about how they can do things differently. As a result, children develop their understanding of the behaviours that are expected of them. The childminder has high expectations for children to routinely use good manners, particularly, at mealtimes by saying 'please' and 'thank you'. Children's behaviour and attitudes are good. They show that they are happy and confident, and they enjoy their time with the childminder. Children say that they like coming to the childminder's setting.

The childminder understands the importance of providing children with many opportunities to mark make. Children access a range of materials and tools to practise mark making and develop their fine motor skills in preparation for early writing. In addition, children explore the sand play by using a range of tools to pour, shape and transport the sand.

Children learn about cultures different from their own. For example, children access resources such as books and dolls that reflect different cultures and traditions. The childminder uses real-life experiences, such as visits to the local village and trips on the bus and the train to visit new places, to further develop children's understanding of those around them. All children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points.

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

- The childminder has created an ambitious curriculum that prepares all children for the next stage of learning. The childminder has completed training to further embed mathematics in her curriculum. For example, the childminder securely embeds mathematics with interesting activities and spontaneous opportunities, which engage children in counting and exploring numerals and quantities, throughout the day,
- Children benefit from experiences outdoors in the childminder's garden and in the local community. Children build on their stamina and strength as they negotiate and climb the low branches on the apple tree. They learn to assess risks from a young age as they carefully negotiate their next move or know why they should not walk in front of the swings when they are being used.
- The childminder prepares healthy home-cooked food for the children, with plenty of fresh vegetables and fruit. Children can plant and pick fruit and vegetables in the childminder's garden. At mealtimes, children talk about the portions of fruit and vegetables they are eating. This supports children's

understanding of healthy foods and nature.

- Partnerships with parents and other settings that children attend are good. These partnerships provide a consistency of care and learning for children. Parents are very happy with the care and education their children receive.
- The childminder understands how to teach children new language. She reads books and sings songs to the children. Generally, children join in. However, at times, the childminder does not always allow children time to process the new words they hear in the stories.
- The childminder skilfully draws out children's imaginations as they create their own imaginary role play scenes. When the children share their ideas with the childminder, she writes down what the children say and repeats the contents on the page. She asks questions that encourage the children to share their thoughts and ideas. Children excitedly act out their role play and share their good imaginations with their friends.
- The childminder supports children's good independence skills by allowing them time to wash their own hands, dress themselves, serve their own food at mealtimes and pour their own drinks. However, some resources are out of reach and cannot be accessed easily by children.
- The experienced and qualified childminder knows the value of professional development and is passionate about using knowledge gained from training to enhance the experiences of the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to keep children safe from harm. She knows the potential signs that might give cause for concern about a child's welfare, including exposure to extremist views and behaviours. The childminder keeps up to date with changes in legislation and completes online training to ensure that her knowledge is current. For instance, she has recently enrolled on designated safeguarding training to further enhance her understanding of her role and responsibilities to keep children safe. The childminder's home is well maintained, and she makes sure that the resources that children use are suitable and in good condition. She undertakes risk assessments of her setting and when she takes children on outings.

What does the setting need to do to improve?

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

- allow children more time to process new language narrated to them to build on links between words and their meaning
- support children to independently access what they need by reviewing the organisation of the resources.

Setting details

Unique reference number	EY279719
Local authority	Shropshire
Inspection number	10280247
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	7
Date of previous inspection	15 August 2017

Information about this early years setting

The childminder registered in 2004 and lives in Minsterley, Shropshire. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a childcare qualification at level 6.

Information about this inspection

Inspector
Beverley Devlin

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 her evaluation of the setting.
- The childminder explained to the inspector her curriculum intent that details what she wants children to learn. She described how she uses her observations of children to inform her curriculum plans.
- The inspector looked at written feedback from parents during the inspection to gather their views on the setting.
- The inspector observed the interactions between the childminder and the children.

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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