

Childminder report

Inspection date:

26 February 2020

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 delivers her expectations for behaviour in a clear and age-appropriate manner. She is a good role model who teaches consistent rules and boundaries. Children respond well and behaviour is good. The childminder provides them with plenty of praise to boost their confidence and self-esteem. Children settle quickly and form strong bonds with the childminder. They demonstrate that they are happy and content in her care, and show that they feel safe as they laugh and play with confidence and independence. The childminder is caring, calm, relaxed and friendly. Children are confident and self-assured. As a result, they are developing a positive attitude to learning. All children make good progress across the seven areas of learning.

The childminder introduces new vocabulary and asks a good range of questions to help children to talk about their ideas and intentions. Children are developing these skills rapidly and have a can-do attitude to play and learning. They show motivation to join in and, when faced with challenge, they persevere and try again until they succeed. For example, children approach difficult jigsaws with determination. They show good critical thinking skills and turn pieces around until they eventually slot into place.

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

- The childminder uses her good knowledge of children's interests and learning needs to plan challenging activities. For instance, children use construction tools, build towers with blocks and enjoy filling and emptying containers. She uses these experiences to talk to children using mathematical language of shape and colour. For example, children make and describe colour patterns using construction pieces. The childminder helps them to count regularly throughout the day to promote their developing mathematical skills well.
- Children of different ages play happily together in the childminder's warm, safe and inviting setting. They engage in imaginative play, supported well by the childminder, who extends their experiences with skilful questions to develop their thoughts and play ideas. Children interact with one another well. For instance, they praise each other and comment on how good their friends' play dough creations are.
- The childminder supports children's physical development skilfully. She provides a good range of opportunities for children to practise their large- and small-muscle movements. This includes encouraging them to use their hands to explore smaller objects. Older children practise using cutting tools such as scissors. Children have lots of opportunities to practise their early writing skills. Writing implements such as felt-tip pens and pencils are always available, and children can access these resources at any time.

- Children have many experiences in their local community and learn about different people and places. They find out more about the world as they engage in creative activities, which raises their awareness of different cultures and festivals such as Chinese New Year and Shrove Tuesday.
- Overall, children confidently make independent choices about what they want to do from the broad range of resources available. However, books are stored on a bookshelf, which, due to its location, means books are not easily accessible to all children. This means that they are not consistently encouraged to read for pleasure when they want to, in order to enhance their literacy skills.
- The childminder reflects on her practice well to identify her strengths and plan relevant developments. The childminder is committed to making continuous improvements to enhance the quality of provision for children. She demonstrates a determination to provide the best possible service she can for children and their families.
- Children learn to manipulate tools for cutting and rolling play dough. They follow their own interests well. For example, they use pasta as the 'plates' on the back of their favourite dinosaur or candles for their birthday cake creations. The childminder repeats back their ideas, and offers new vocabulary. For instance, she observes that a child has created a similar shape to the United Kingdom. She adds an additional piece and says this could be Ireland, linking this to the child's recent holiday.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that children are safe, secure and happy. She knows how to identify and minimise any risks or hazards immediately to keep children safe. The childminder is able to recognise the main signs of abuse and neglect and knows what she needs to do should she have a concern about a child's welfare. She has attended all mandatory training, including safeguarding. She has a secure understanding of wider safeguarding concerns, such as indicators of child exploitation. This further ensures children's safety. The childminder ensures that she supervises children at all times by keeping them within sight or hearing.

What does the setting need to do to improve?

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

- review children's ability to access books, so that they are encouraged to read for pleasure and support their developing literacy even further.

Setting details

Unique reference number	EY281353
Local authority	Shropshire
Inspection number	10116062
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 November 2015

Information about this early years setting

The childminder registered in 2004 and lives in Oswestry, Shropshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Beverley Devlin

Inspection activities

- The inspector carried out a learning walk with the childminder across the areas of her home used for childminding. They discussed the learning environment and how the curriculum is organised.
- 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 and the childminder observed and evaluated an activity.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback.

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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