

Childminder report

Inspection date:

6 September 2022 - 24 October 2022

Overall effectiveness	Good
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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

Children are settled and happy in the childminder's care. They are very content, and they have nice relationships with the childminder. She gets to know children and their families well from the outset. She is sensitive to babies' and children's care needs and to following their home routines. This helps them to feel secure in her care.

The environment is well organised and resourced. Children have positive attitudes towards learning. They select resources to play with independently. The childminder provides plenty of experiences that suit their ages and stages of ability. Children generally have fun, and they play and explore with delight. Babies enjoy confidently cruising around the playroom playing with cause-and-effect items, such as a posting game or noisy toys. The childminder provides older children with varied creative experiences, such as gluing and sticking, pencils and pictures to colour and a tablet for drawing. This helps to build on their fine motor control and hand-eye coordination.

Children learn to behave well. The childminder's motto is 'sharing is caring,' which she teaches children from a very young age. This helps to foster positive relationships between them and their peers. Children follow direction and cooperate with the daily routines with ease. For example, they use the bathroom to wash their hands before lunch and sit at the table to eat with the childminder's support.

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

- The childminder strives to achieve and aims to maintain at least a good practice. She intends to provide a safe and caring environment for all children attending. However, the childminder does not reflect as well as possible on the quality of her teaching. Therefore, there is scope for her to develop this further to help better inform her professional development.
- The childminder conducts research and keeps her mandatory training up to date, including her safeguarding knowledge and paediatric first-aid qualification. The childminder networks with the local authority for guidance and has a working friendship with a fellow local childminder to share practice ideas. This has a positive impact on the quality of care she provides.
- The childminder observes children routinely and has an overview of their development. She understands their key next steps in their learning and has plans in place to promote these for every individual child. This helps to ensure that no child gets left behind, and all children make good progress in their learning.
- The childminder promotes communication and language well. She interacts with

children warmly and talks to them at their level. She conducts a daily singing session with the children, where they learn familiar rhymes and songs. She also shares books with children from a young age, including introducing babies to touch-and-feel books in the setting.

- The childminder provides sensory, adult-led activities as part of the curriculum. She talks to older children about the materials provided and helps them to scoop out a pumpkin and then mix imaginatively, using the pumpkin as a container. The childminder encourages babies to touch and feel new textures, such as the seeds and insides of the pumpkin. However, at times, particularly during adult-led activities, the intent for learning is more focused on older children. This means that these activities do not always fully captivate babies or extend their learning.
- The childminder promotes healthy lifestyles, including oral hygiene. She ensures that the food provided by parents is nutritious, and she offers advice to them about this. She conducts oral health activities with children that include practising teeth brushing to help them learn about the importance of taking care of their teeth.
- The childminder is inclusive. She is a positive role model, and she promotes the importance of respect in her home. She teaches children about being unique and how special they are as individuals. She helps them learn about their backgrounds, the community and the wider world.
- Parents speak highly of the childminder, stating that they are very happy with the service she provides and would recommend her to others. The childminder works well in partnership with parents and shares two-way information about children's care and learning in a range of ways. This helps to promote continuity between the setting and home.

Safeguarding

The arrangements for safeguarding are effective.

The premises is secure. The environment is clean, and risk assessment is effective. This helps to keep children safe. The childminder's safeguarding knowledge is good. She understands how to identify and manage child protection concerns. She knows the relevant authorities she must report to and understands the importance of protecting children from harm. The childminder keeps all necessary records and documents updated, which helps to ensure smooth running of the setting.

What does the setting need to do to improve?

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

- enhance the curriculum for babies, with particular regard to the focus of adult-led activities, to further extend their learning
- reflect on the quality of teaching more closely and use the information obtained

to further professional development.

Setting details

Unique reference number	EY297296
Local authority	Shropshire
Inspection number	10116075
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	0 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	28 April 2014

Information about this early years setting

The childminder registered in 2004. The childminder holds an appropriate early years qualification at level 3. She operates all year around. Sessions are available Monday to Thursday, from 8am until 5.30pm.

Information about this inspection

Inspectors

Sarah Dukes
Josephine Heath

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and explained how they ensure it is safe and suitable.
- The childminder and the inspector discussed the childminder's intentions for children's learning.
- The inspector interacted with the children.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of relevant documentation on request.
- The inspector considered the views of parents from the written testimonies 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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