

Childminder report

Inspection date: 11 March 2025

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 develop strong bonds with the childminder and show a real sense of belonging. The childminder creates a homely and welcoming environment for the children in her care. Children are excited to see each other and quickly settle to play after leaving their parents. The childminder knows children's characters and interests well and uses this to extend children's learning further. For example, children begin to use a toy toothbrush on their dolls. The childminder builds on the children's existing knowledge and skills. She discusses the importance of brushing their teeth, further enhancing their understanding. The children have independent access to a wide variety of toys and resources that engage them well in their play. They display confidence and enthusiasm for learning. All children make good progress from their starting points.

Children behave well. The childminder is a good role model, treating children with respect and understanding. The childminder quickly distracts any unwanted behaviours. For example, she reminds younger children to share and take turns. The childminder gives children lots of praise and encouragement. This raises their self-esteem and confidence. She supports children's growing independence through her interactions. For example, children tidy up after their play and wash their own hands when preparing for snack time.

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

- The childminder supports children's speech and language development well. She introduces new vocabulary, such as 'thermometer', and explains its meaning to the children. She narrates children's play, asking open-ended questions. The childminder encourages children to recall information as they engage in activities. This enables children to hear a wide range of vocabulary. Children become confident communicators.
- Children develop skills across all areas of the curriculum. Generally, they make good progress as they engage in play. For example, children develop their imagination as they play with the toy doctor's kit. They wrap bandages around the childminder and pretend to give her medicines to make her better. In other activities, they build their small motor skills and coordination as they squeeze pipettes to fill them with water. In their play, children learn about numbers and mathematical language. However, this learning is not consistently integrated into the teaching. This prevents children from reaching their full potential in this area.
- The childminder creates opportunities for children to learn about the world around them. For instance, the children participate in daily activities within the local community. They take trips on the bus to visit the library and collect books. They walk to the local park to explore nature and discuss what they see in the

environment. These experiences help children gain a better understanding of their local community and the natural world.

- Children have opportunities to investigate and explore their environment. For example, they explore how water moves in the water tray or how balloons float in the air. However, at times, the childminder intervenes too quickly, preventing the children from having the chance to solve problems and develop their critical thinking skills. For instance, when children are building a box for their dinosaurs, the dinosaur is too large for the box. Instead of allowing them time to figure out a solution themselves, the childminder suggests removing the roof and making the box taller.
- The childminder promotes healthy lifestyles by providing nutritious lunches and snacks for the children, along with water to drink. Each day, the children have the opportunity to play outdoors, either in the childminder's garden or at nearby parks and local woodlands. This daily outdoor time ensures that they get fresh air and physical exercise as they run, jump and engage in play.
- The childminder gives great emphasis to her professional development. She actively engages in ongoing training to enhance her teaching practices. She applies new knowledge and techniques learned from training sessions to improve the quality of education and care provided. This commitment to continuous improvement ensures that the childminder stays updated with good practice.
- Parents speak very positively about the care and education provided by the childminder. They appreciate the welcoming, home-like environment and have observed significant growth in their children's skills. Parents receive daily updates, both verbally and through an online system. This keeps them informed about their child's daily activities. Furthermore, the childminder provides two-year checks and termly developmental reports to keep parents informed of their child's progress.

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:

- strengthen teaching strategies to consistently promote children's early number and mathematical skills even more effectively
- provide children with opportunities to problem solve independently to build on their critical thinking skills to a higher level.

Setting details

Unique reference number	EY309986
Local authority	Shropshire
Inspection number	10380849
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	9
Date of previous inspection	26 June 2019

Information about this early years setting

The childminder registered in 2005 and lives in Shrewsbury, Shropshire. She operates all year round, from 8am to 6pm, on Mondays, Tuesdays and Thursdays, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 5. She provides funded early education for all eligible children in her care. She occasionally works with an assistant.

Information about this inspection

Inspector

Sue Smith

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- 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.

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