

Childminder report

Inspection date: 12 August 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 has identified clear curriculum goals for children to achieve by the time they start school. She breaks these down to identify the key stages of development as children progress through their development milestones. For example, to help older children to progress well in their physical development, she focuses on supporting them to learn a range of physical skills, including balance, strength and an awareness of their surroundings. She provides babies with opportunities to experience different ways of moving, such as using a slide. All children gain a secure foundation in their learning in readiness for school.

The childminder uses a range of effective teaching strategies that help children to develop and extend their communication skills. She makes good use of displays and visual prompts to promote discussion. The childminder uses children's strong interest in role play to encourage language and be imaginative. Together, they explore a range of story characters and develop exciting storylines. The childminder specifically focuses on commenting on children's play and reducing the number of questions that she asks them.

Children behave well and the childminder has high expectations of what young children can achieve in managing their own behaviour. For example, she skilfully supports children to understand the rules and boundaries of her setting, and more difficult emotions, such as sharing and waiting for what they want.

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

- The childminder reflects on her practice and seeks the views of parents to inform her self-evaluation. She is currently focusing on strengthening even further her already good communication with parents.
- The childminder completes regular professional development to extend her teaching skills and update mandatory training, such as first aid and safeguarding. Recent training helped her to enhance her practice relating to children's communication and language development.
- The childminder provides her assistants with focused support, guidance and coaching. She gives her assistants feedback about their practice and she enables them to access regular training. This helps them to provide children with consistently good teaching which supports their progress in learning.
- The childminder has a thorough overview about each child, including their likes, dislikes, friendships and play interests. She uses the two-year-old progress check to identify if children need any additional support and early intervention. The childminder identifies clear learning goals for each child based on her accurate observations of what children know understand and can do. However, the childminder does not use this information as well as possible to inform her

planning for activities, especially to incorporate fully the learning focus for the youngest children.

- The childminder follows effective hygiene routines, such as handwashing after she has wiped children's noses and encouraging regular tooth brushing. Water is accessible to children, including a choice of milk at mealtimes. However, the childminder does not help children to understand fully about making healthy food decisions at mealtimes.
- The childminder organises her daily routine with opportunities for children to develop their concentration skills, such as through song time and story time. During independent play, children are well motivated to make confident choices. The childminder plans the learning environment so that children's play interests are readily available. This engages children and they sustain their interests well.
- The childminder encourages children's mathematical understanding well through their everyday play and practical activities, such as cooking. Her mathematical curriculum is broad and focuses on helping children to develop their knowledge of number, weights, measures and colour recognition. She provides regular opportunities for children to sort objects according to their properties.
- The childminder successfully supports children to develop their emotional security. Babies and young children show they feel happy and secure in her care. She focuses on helping children to develop their self-confidence and positively acknowledges their achievements. Children develop a can-do attitude and they say 'I did it by myself' when completing an independent task, such as changing their clothes.
- The childminder supports children to develop their social skills and this helps children to play harmoniously together from a young age. She plans opportunities to learn about the local community and familiar roles, such as the postal and fire services.

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 planning to consider fully the individual needs of each child so activities are matched precisely to their specific learning requirements
- provide children with consistent messages about making healthy choices.

Setting details

Unique reference number	EY316812
Local authority	Shropshire
Inspection number	10354852
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 10
Total number of places	12
Number of children on roll	6
Date of previous inspection	8 November 2018

Information about this early years setting

The childminder registered in 2005. She lives in Minsterley, Shrewsbury. The childminder works with assistants. She operates from Monday to Friday, between the hours of 8am until 6pm, all year round, except for bank holidays and family holidays. The childminder receives funding to provide free early education for two-, three- and four-year-old children. Both the childminder and one of her assistants hold an approved early years qualification at level 3.

Information about this inspection

Inspector

Anne Dyoss

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children interacted with the inspector during the inspection.
- The inspector talked to the assistant at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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