

Childminder report

Inspection date: 28 February 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 thoroughly enjoy their time with the childminder and her co-childminder. They display good levels of concentration as they fully immerse themselves in play. Children are very settled, confident and happy. Young children demonstrate that they feel safe and secure. They confidently climb onto the childminder's lap for a cuddle if they need reassurance or are starting to feel tired. Children play in a cosy, home-from-home, nurturing environment. They develop the key skills and knowledge to help to prepare them for successful future learning. Children make good progress.

Children learn about healthy lifestyles. For instance, they learn the importance of good hygiene. Children wash their hands at regular intervals throughout the day. They delight in taking part in yoga sessions. Children calmly follow the instructions and are proficient at completing the moves, giggling when they wobble. Children practise relaxing breathing techniques as they stretch, increase their flexibility and strengthen their muscles. They learn to recognise how their heart feels when they are calm or when they have been running fast.

The childminder has high expectations for children's behaviour. Children are polite and behaviour is good. The childminder sets clear boundaries for behaviour and supports children well in resolving conflicts during play. For example, she gently reminds children about taking turns and explains to them about how their behaviour can have an impact on others.

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

- The caring childminder works alongside her co-childminder. They provide a well-organised learning environment. The childminder knows children well and plans a range of play activities around their interests and next steps in learning. However, on occasion, during planned activities outdoors, children lose focus and do not sustain their attention due to so many other distractions. This means that not all children benefit fully from the planned learning intentions.
- Children develop good pre-writing skills in preparation for writing. They refine their fine motor development. They squish, roll, shape and cut play dough. Younger children learn to mould play dough and start to use their palms and fingers to create shapes. Older children choose from a variety of pens and pencils to draw and practise letter and number formation.
- The childminder plans a range of experiences that reflect different backgrounds and cultures. For example, children learn about Chinese New Year and Diwali. Children access the local community so that they gain an understanding of the environment and community around them.
- Children are developing a love of books. They have favourite stories that they

eagerly ask the childminder to read to them. The childminder reads in an animated voice to keep children engaged. She asks them questions to help to increase their understanding. Children describe what they see in the pictures and show high levels of engagement. However, occasionally, the childminder does not make the best use of opportunities to introduce new words in order to enhance children's communication and language skills.

- The childminder embeds mathematics into the curriculum and finds opportunities to add mathematics into each activity. Children access books and puzzles with numbers to further support their early mathematical skills. She knows children well and recognises those that can be challenged further. For example, during a shape-matching game, children learn about the difference between a pentagon and hexagon and how many sides they both have. They then eagerly find shapes in their environment, such as diamonds, rectangles and ovals.
- Parents speak very highly of the childminder. They say that the care and education she provides is 'amazing' and that they are well informed about their child's development and daily activities. The childminder gathers useful information from parents when children start at her setting and closely monitors children's progress.
- The childminder and her co-childminder are reflective of their knowledge and practice. Evidence of ongoing professional development is well documented, demonstrating the childminder's drive for improvement.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's knowledge of safeguarding is strong. She is vigilant of a range of signs and symptoms that may indicate a child is at risk of harm. The childminder is aware of various child protection matters, such as radicalisation. She knows how to appropriately respond to an allegation made against herself or her co-childminder. The childminder supervises children closely, which helps to keep them safe. She regularly updates her safeguarding training and teaches children to recognise and manage possible risks. For example, children know to wipe down the outdoor equipment when it has been raining.

What does the setting need to do to improve?

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

- strengthen the planning of adult-led activities to fully engage children and help build on their attention skills
- make the best use of opportunities to introduce new words in order to enhance children's communication and language skills further.

Setting details

Unique reference number	EY339905
Local authority	Shropshire
Inspection number	10264076
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	22 May 2017

Information about this early years setting

The childminder registered in 2006 and works from the home of her co-childminder in Craven Arms, Shropshire. She operates from 6am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 6. She receives funding to provide early education for two-year-old children.

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 their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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