

Childminder report

Inspection date: 4 June 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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 is passionate about providing a warm, welcoming and nurturing environment for children to play and explore. She is proactive in building strong relationships with children and their families. This helps children settle well, and they are happy and comfortable.

The childminder has thoughtfully considered the environment. She ensures a homely feel, alongside a range of opportunities that fully support children's development across the areas of learning. As a result, children practise early writing as they mark down their names on paper, read favourite stories, such as 'The Giant Turnip' or sing songs and rhymes with obvious enthusiasm. They notice what happens to ice as it melts while they paint it different colours. They develop their imagination as they role-play families.

The childminder sets high expectations for children. She is clear, in a calm and gentle way, about rules, routines and boundaries, helping children to understand expectations. Furthermore, she encourages children to make choices and lead their own play throughout the day. This all means that children behave exceptionally well. They get along well with each other. They take turns, share, and show empathy and respect to their friends as they share the play food out at their 'café'. In addition, the childminder offers encouragement and praise to acknowledge children's achievements. For example, as she notices their attempts at writing the register at the beginning of the day. This boosts children's self-confidence and helps them to develop a positive attitude to learning.

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

- The childminder is passionate about making a difference in the lives of the children she cares for. This passion has helped her develop a clear curriculum, which focuses on children's interests and their next steps in learning. The childminder knows the children in her care, and their families, very well. She skilfully draws together her knowledge of child development, as well as ongoing observations of children and discussions with parents. Her clarity around what children need to do to make progress means that all children benefit from meaningful learning experiences to further their development.
- The childminder makes sure that she is up to date with her professional development. She has a strong network of support, which helps her further her knowledge and develop her skills. She has support from the local authority and a local collaboration of childminders. As a result, issues are discussed and new information is shared.
- Children's communication and language development is of high priority and the childminder encourages this very well in a number of ways. She models

language in play and in focused activities. She gives children time to listen and respond to questions. She repeats what children say so that they can hear the correct way to say the words. The childminder introduces new words in play so that children broaden their vocabulary. For example, the word 'specimen' is repeated in role-play activities after it has been introduced in play previously.

- The childminder promotes children's mathematical development effectively as they play. She takes the opportunity to engage the children in counting, recognising numbers, shapes and colours as they enjoy a game. She makes sure she uses mathematical ideas and language. For example, she comments 'a little bit, more' and 'less' as she and the children split the dough into pieces. Children recognise colours as they mix the dough together to make 'rainbows'.
- Children manage their self-care confidently as they wash their hands after the dough activity, after toileting and prior to snack and lunch. The childminder completes risk assessments on her environment to ensure children are cared for in a safe, secure and clean space. However, the childminder provides a communal towel, which is used by children and adults after handwashing. This increases the risk of cross-infection.
- Children enjoy lots of opportunities to visit local places of interest to broaden their experiences of the world around them. The childminder regularly visits local playgroups, parks and natural spaces, the library, local farms and shops, to help children socialise with others and learn about the diverse area where they live. Furthermore, children's understanding of equality and diversity is supported, such as when they look at dual language books.
- Parents speak very highly of the childminder and are happy that their children enjoy going. They appreciate the information about their children's development that the childminder shares with them.
- The childminder works closely with other professionals and this helps her provide focused help for children who need it. She understands how to support children with special educational needs and/or disabilities. Furthermore, she accesses training to help her develop her understanding of a wide range of child development aspects.

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:

- develop knowledge and understanding of recommended handwashing procedures to help prevent cross-infection.

Setting details

Unique reference number	EY341424
Local authority	Telford & Wrekin
Inspection number	10335784
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	3 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	27 June 2018

Information about this early years setting

The childminder registered in 2005 and is in Telford. She operates during term time only from 7am to 5.30pm, Tuesday to Thursday. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Juliette Freeman

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 shared with the inspector how her curriculum is organised.
- The childminder spoke to the inspector about children's learning and development.
- The inspector took account of parents' views.
- Children interacted with the inspector during the inspection.
- 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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