

Childminder report

Inspection date: 24 January 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 provides children with a fun and caring environment. Children are happy and settled. They build a strong relationship with the childminder and seek her out when they are feeling unsure. Children receive the comfort they need to go back and join in with the activities on offer confidently. They explore creative activities with determination, using their coloured paint sticks, for example, to make marks on paper. Children confidently share their creations with the childminder, who praises them for their achievements. This helps to build on children's self-confidence.

Children behave well. The childminder has high expectations for children's learning. She provides children with clear boundaries to enable them to understand the expectations of their behaviours. For example, when children face conflict and become excited over a toy, she explains clearly to them how their actions can make others feel. Children join in with a singing session. They confidently sing along to familiar songs, developing their vocabulary.

The childminder supports children well with their physical development. She encourages children to be physically active during their time with her. For instance, children go to activity parks and have opportunities to develop their coordination and bouncing skills. They go on walks to feed the ducks at their local pond. The childminder helps children to learn the importance of being healthy and active.

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

- The childminder regularly reviews children's progress to identify any gaps in their learning and to plan for their next steps. She shares children's progress checks, completed at age two, with parents and provides support and guidance if she identifies any delays. Parents share positive feedback about the care their children receive and how far their learning has come on since starting. The childminder helps to continue children's learning at home by sharing activity ideas with parents.
- Children enjoy visiting local places with the childminder. For example, the childminder takes them to local playgroups to enable them to take part in activities with larger groups of children. This helps to build on children's self-confidence in social situations. The childminder and children look at stories together in the library about different cultural events. The childminder plans activities to develop children's understanding of celebrating different festivals. However, she has not fully considered how to teach children about similarities and differences between themselves and other people in the community, to develop children's understanding of equality further.
- Children eagerly explore their play environment. They show determination as

they build 'potato people' and discover which body parts to put where on their 'potato head'. However, at times, the childminder does not consider how to extend or challenge children's learning further, to enable them to make even better progress in their development.

- Children engage in imaginative play in the role-play kitchen and make pretend lunch for the childminder. They copy actions observed as they make a salad from the play vegetables and make drinks to serve to the childminder. Children remind the childminder the drink is hot and to blow it. This shows their awareness of safety when drinking hot drinks.
- Children giggle as they pretend to call their mummy on the toy telephone. They count and identify the next number on the telephone for the childminder to dial. This helps children to build on their understanding of mathematical concepts.
- The childminder is vigilant in her assessment of the environment to keep children safe. She supervises children at all times during their play and care routines. During mealtimes, the childminder encourages children to try things for themselves, such as using the cutlery. This helps to build their independence.
- The childminder has a kind and caring approach and supports children to understand the different emotions they may feel. When children become overwhelmed during activities, she calmly encourages them over to her. This helps them to feel safe and secure. She talks soothingly to them and validates their emotions, enabling them to build on their emotional resilience.
- The childminder attends mandatory training to build on her professional knowledge and understanding. She seeks support and guidance from other professionals to enable her to support all children with their learning and development.

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 to support children to build on what they already know and can do to help them make even better progress
- consider ways for children to develop further their understanding of similarities and differences between themselves and others.

Setting details

Unique reference number	EY344535
Local authority	Telford & Wrekin
Inspection number	10327276
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	16 May 2019

Information about this early years setting

The childminder registered in 2006 and lives in Telford, Shropshire. She operates all year round, from 8am until 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Katherine Wilson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector reviewed some written feedback from parents during the inspection and took account of their views.
- 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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