

Childminder report

Inspection date: 8 May 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

The childminder provides a warm and welcoming environment, where children thrive. She demonstrates a strong understanding of child development and uses children's starting points and interests to plan an exciting, engaging curriculum. For example, when children show an interest in farm animals, the childminder builds on this by introducing a messy play activity. The children explore the textures of oats and seeds. They develop their imagination, fine motor skills and hand-eye coordination as they use various tools to scoop and fill containers to 'feed' the animals. There is a strong sense of joy, exploration and achievement. The childminder supports them to become independent and confident. Children benefit from a wide range of meaningful experiences beyond the childminder's home. Regular visits to local parks, farm experiences such as feeding lambs, and walks along the canal enrich their understanding of the natural world. They visit playgroups and stay-and-play sessions to help children develop their social skills and build confidence in unfamiliar environments.

The childminder is a positive role model. She encourages children to use good manners and to be considerate of one another. Children are learning to share and take turns. Younger children are beginning to regulate their emotions. The childminder knows the children well and skilfully judges when to intervene and when to give them the security and space to work through their emotions themselves.

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

- The childminder provides a broad and well-sequenced curriculum that is tailored to meet the individual needs of children. Activities are purposefully planned to encourage curiosity, exploration and enjoyment. Children demonstrate determination and a positive, 'can-do' attitude. For example, babies use problem-solving skills to figure out how to get on and off push-along trikes. They develop their large muscles and coordination as they scoot forwards and backwards. Older children use their imagination during role play, creating potions and experimenting as they mix ingredients. All children engage well with the activities and make good progress from their starting points.
- The childminder demonstrates a reflective approach to her practice. She regularly evaluates activities to ensure they meet the individual needs of the children in her care. She liaises with parents and fellow childminders to review and improve her provision, where necessary. The childminder shows a strong commitment to continuous professional development, completing all mandatory training, such as paediatric first aid and safeguarding. She also makes effective use of online training and professional journals to stay informed of current developments and best practice.

- Mathematical language and concepts are incorporated naturally into everyday routines and play. The childminder uses words such as 'big, small, more' and 'tiny' and supports counting with older children. However, this is not always consistent, meaning some children may miss opportunities to further their emerging understanding of mathematics.
- The childminder actively promotes children's communication and language development. She narrates their play and introduces rich, descriptive vocabulary, such as 'sprinkle' and 'stirring'. She encourages older children to hold conversations and answer questions, which helps strengthen their speaking and listening skills. Although she generally supports younger children's emerging language well, she occasionally misses opportunities to extend their communication further during interactions.
- The childminder fosters children's early enjoyment of books and literacy. Children engage with stories by exploring pictures, lifting flaps and expressing excitement as they discover what is under them. These interactive experiences help develop their interest in books and help develop early literacy skills.
- The childminder builds strong partnerships with parents, who highly value the care she provides. They feel that their children thrive in the nurturing environment she creates. Communication is effective, with parents receiving daily photos and updates through an online system as well as verbal feedback. The childminder actively supports parents by offering guidance on extending children's learning at home and providing advice on key developmental milestones, such as potty training.
- The childminder supports children in developing healthy lifestyles effectively. She provides nutritious, home-cooked meals and ensures children have access to fresh water throughout the day. Children benefit from daily opportunities for fresh air and exercise. The childminder promotes healthy eating through discussions and hands-on experiences, such as growing vegetables in the garden, which the children harvest, eat, and talk about together.

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 the teaching of early mathematics by making the most of everyday opportunities to extend children's understanding further
- strengthen support for younger children to build on their emerging language skills.

Setting details

Unique reference number	EY364285
Local authority	Shropshire
Inspection number	10393011
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	18 September 2019

Information about this early years setting

The childminder registered in 2007. She lives in Shrewsbury. The childminder operates all year round from Monday to Friday from 7.15am to 5.30pm, except for family holidays. The childminder holds a relevant early years qualification at level 3. She provides funding for all eligible children in her care.

Information about this inspection

Inspector

Sue Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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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