

Childminder report

Inspection date: 19 March 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

Children thrive in the care of this experienced childminder. The childminder establishes strong relationships with children and their families, which contributes to children's sense of safety and security. The childminder implements a well-sequenced and stimulating curriculum that builds on children's interests and develops their next stages in learning. Children spend a considerable amount of time outdoors. The childminder provides an outdoor learning environment that is well equipped, fun and exciting for children to explore and investigate. For example, children participate in sand play. They develop coordination and motor skills as they fill buckets with water and transport them to the sand area. By pouring water into the sand, children observe the resulting changes to the sand.

Children's behaviour is very good. The childminder is a good role model, demonstrating calmness and patience in her interactions with the children. She upholds high standards for behaviour and consistently enforces them. The children show kindness towards each other. For example, they start to share toys and take turns. The childminder promotes consideration of others and effectively supports children in managing their emotions. Consequently, children are becoming increasingly confident and display good levels of independence as they learn to perform tasks such as washing their hands and dressing for outdoors.

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

- The childminder and her assistant show great enthusiasm for their provision. They want children to be confident, investigate and explore the world around them. The childminder values professional development opportunities for herself and that of her assistant. They complete all mandatory courses, such as first aid and safeguarding. The childminder has also completed accreditation that supports children's curiosity and creativity.
- The childminder's focus on outdoor learning promotes an active lifestyle and positively impacts children's emotional well-being. Children exhibit considerable progress across all areas of learning. For example, they visit the local park to observe pond wildlife and discuss life cycles. They develop essential pre-writing skills through activities such as tree rubbing. Additionally, the childminder organises walks to the bakery, where children collect fresh bread for snack time. This helps children gain social skills and confidence as they engage with shopkeepers and purchase products. Children learn about their community and the world around them.
- The childminder interacts well with children during play. For example, she becomes fully involved with the children as they construct towers together and write letters and fold them into envelopes to post them. The childminder engages children in discussions about the different sizes of their towers and asks

who they are going to write a letter to. However, the childminder does not always provide additional challenge, when appropriate, to further extend and deepen children's thinking and understanding. Occasionally, this means that children do not make the progress that they are capable of.

- The childminder develops children's communication and language by encouraging conversations and giving children time to think and respond. She encourages children to 'use their words' when trying to express their needs. The childminder knows the children well and understands when children may find it difficult to answer her direct questions and need a different approach to communicate their thoughts.
- Children with special educational needs and/or disabilities (SEND) are supported by the childminder to thrive and feel safe in her care. The childminder forms strong partnerships with parents and other professionals and uses any additional funding appropriately to support individual children's needs. All children, including those with SEND, make good progress from their starting points.
- Parent partnership is strong. The childminder has built trusting relationships with parents and carers, who feel that their children are happy and safe during their time with the childminder. The childminder shares information with parents about what their children have been doing throughout the day, both verbally and through an online app and photos.
- The childminder provides children with healthy snacks of fruit and water. She works with parents to ensure that their children bring healthy packed lunches to the setting. The childminder talks to the children about staying safe and how to take appropriate risks. For example, when on trips in the community, children learn about road safety and that when you speak to strangers you must always have a trusted adult present. The childminder teaches children the importance of healthy lifestyles and supports their physical health and well-being well.

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:

- increase the ambition of the curriculum so that teaching and support for children provides them with even greater challenge.

Setting details

Unique reference number	EY371729
Local authority	Shropshire
Inspection number	10391315
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 9
Total number of places	6
Number of children on roll	13
Date of previous inspection	9 August 2019

Information about this early years setting

The childminder registered in 2008. She lives in Ludlow, Shropshire. The childminder works with two assistants. She operates from Monday to Friday, from 8am until 6pm, all year round, except for family holidays. The childminder provides early education funding for all eligible children in her care. She holds a relevant degree, and one of her assistants has an appropriate level 3 qualification.

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- 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.

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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