

# Childminder report

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Inspection date: 13 March 2024

|                                              |                      |
|----------------------------------------------|----------------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>          |
| The quality of education                     | <b>Good</b>          |
| Behaviour and attitudes                      | <b>Good</b>          |
| Personal development                         | <b>Good</b>          |
| Leadership and management                    | <b>Good</b>          |
| Overall effectiveness at previous inspection | Requires improvement |

## What is it like to attend this early years setting?

### The provision is good

The childminder has a wealth of understanding that well-equips her to provide each child with personalised learning programmes. Children progress particularly well with their communication and language development. The childminder helps children to use a range of effective strategies to make their needs and wishes known. This includes, gestures, signing, words and sentences. The childminder is particularly knowledgeable about implementing education programmes that successfully support children with special educational needs and/or disabilities (SEND).

The childminder provides children with clear boundaries and expectations. This includes establishing ground rules, such as not climbing on the furniture or taking resources from another child. Children learn to share, take turns and to wait for what they want. They understand that they can gently say no to a friend who tries to take equipment from them. They know they must sit down at the table to eat their food. The childminder supervises children closely while they play and eat to keep them safe.

The childminder has a deep understanding of each child's care needs and preferences. She adjusts her interactions accordingly to suit the individual children. The childminder is attentive and offers nurturing interactions. This ensures that each child can build a close and secure connection with her.

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

- The childminder is well-qualified and continues to access regular professional development to update her strong knowledge of child development. This includes completing training courses to support the specific needs of children with SEND. She works closely with the local authority to reflect on and improve her practice. The childminder completes regular safeguarding training to ensure her knowledge reflects current practices. She has an effective complaints policy.
- Partnership working is strong. The childminder liaises with other professionals involved in children's care. This includes thorough transition arrangements when children move to another setting and working with the local area special educational needs coordinator. Parents speak highly about the service provided. They appreciate the regular updates about their child's development.
- The childminder completes effective observations and assessments of children's achievements. She uses her knowledge of each child to identify specific focuses in their development. She provides resources that she knows the individual children enjoy playing with and children are mostly engaged in purposeful play. However, she does not consider fully how she can organise the play environment to maximise the learning and engagement for each individual child.

- The childminder helps children to build their physical skills and satisfy their sensory needs. For example, children enjoy the feeling as they spin around and roll their bodies over a large ball. They develop their small muscle movements as they make marks and use cutting tools.
- The childminder understands how to help children to manage their feelings and behaviour. For example, she acts as a 'calm regulator' for children and models how they can express their needs and wishes with control. She supports parents so they can provide children with continuity in the learning and implement similar strategies at home.
- Children develop their mathematical awareness. The childminder helps children to sort and classify objects according to their colour, shape and size. They learn that objects have a different weight and when they use a balance the lighter object will go up in the air. The childminder helps children to express their understanding of mathematical concepts in developmentally appropriate ways.
- The childminder helps children to celebrate their uniqueness and understand about their differences. She provides opportunities for children to learn about the different celebrations their families enjoy, such as Ramadan. However, she does not identify how she can help children to make links with their own experiences when they are learning about other cultures.
- Children learn about making healthy food and drink choices and the childminder helps parents to provide nutritious packed lunches. She understands about developmentally appropriate feeding routines, including progressing children on to a range of food types and using age-appropriate drinking equipment, such as unlidded cups.
- The childminder follows good hygiene routines and keeps her home clean and well-organised. She teaches children about the importance of handwashing after using the toilet and before they eat.

## 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:**

- plan the learning environment to offer each child learning experiences that reflect a fully ambitious curriculum across the seven areas
- help children to make links with their own experiences to further build on their knowledge about other cultures and celebrations.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY376738                                                                          |
| <b>Local authority</b>                             | Telford & Wrekin                                                                  |
| <b>Inspection number</b>                           | 10294090                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 3                                                                                 |
| <b>Date of previous inspection</b>                 | 3 May 2023                                                                        |

## Information about this early years setting

The childminder registered in 2008. She operates from 8am to 4.30pm, Monday to Friday, during term time only. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Anne Dyoss

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- 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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