

Childminder report

Inspection date: 17 August 2022

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

The provision is good

Children are happy and settled in this childminder's warm and welcoming home. They have excellent relationships with their carers and demonstrate that they feel safe and secure. This gives them the confidence to explore the well-resourced environment. Children play well alongside each other and, at a young age, understand the concept of turn taking. For example, during snack time children wait patiently for their milk to be poured.

Younger children take great pleasure in joining in a singing session. They sing along to familiar nursery rhymes, remembering the words and actions. They thoroughly enjoy using a variety of instruments to accompany their singing. They make big and small movements as they stamp their feet and move their bodies, practising their physical skills.

The childminder displays a commitment to providing a wide range of experiences for children. They benefit from lots of opportunities to develop a strong understanding of their local community. The childminder regularly takes children on a variety of trips and outings to broaden their understanding of the world around them. For example, children enjoy regular outings to her allotment, and trips to the local train station to watch the trains.

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

- The childminder provides a curriculum that gives children a wealth of experiences based on their current interests. She gathers information from parents about what children already know and what they can do when they start with her. She regularly observes them, to identify next steps to enhance their learning. However, the childminder and her assistants do not consistently make the most of opportunities to extend activities and build further on children's learning. For example, when children play with tills and calculators, their mathematical knowledge is not routinely challenged. As a result, on occasion, children do not benefit from the highest quality educational experiences.
- Partnerships with parents are excellent. Settling-in-sessions are positive with a strong emphasis placed on obtaining information about children's individual needs. The childminder keeps parents well informed about their children's development. Parents say that the environment is warm and welcoming, and that their children have 'come on in leaps and bounds'.
- All children are fully supported for the next stage of their education. In preparation for their transition to school, the childminder shares information about their individual needs and development with their new teachers. The childminder works in partnership with outside agencies to support children's development. She provides strong support for children with special educational

needs and/or disabilities. As a result, all children are ready to move on.

- The childminder develops children's love of books. They freely access and explore a wide variety of books and handle them with great care. The childminder has strong initiatives to promote a love of reading at home. A home library provides opportunities for children to share books with their parents. The childminder sets parents small tasks to help their child practise their language skills and use their imagination in their home environment.
- Children's behaviour is good. They share and take turns. Well-established routines contribute to a calm learning environment. This allows children to focus on practising and developing their skills. This is evident when all children share a variety of tools and resources to shape, cut and mould their play dough.
- The childminder and her assistants are attentive and supportive of children's needs and feelings. During circle time, children express their emotions. When children share that they feel 'cross', the childminder and her assistants respond sensitively, reassuring them that it is okay. This supports children to be able to name their own emotions and develop a strong sense of self.
- The childminder reflects on some areas of practice. She supervises her assistants and holds regular discussions with them. However, the childminder does not have effective systems in place to evaluate overall teaching practice and identify key areas for development. As a result, plans for personal and professional development are not highly focused. They do not equip assistants with the confidence and skills they need to promote continual improvement.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her role to keep children safe from harm. She demonstrates a secure knowledge of the signs and symptoms of abuse and cascades this to her assistants. They know what action to take if they have a concern about a child's welfare, which helps to keep children safe. The childminder is confident about who to report concerns to, including if an allegation was made against herself or an assistant. The childminder has a good understanding of safer recruitment and all associates have the relevant suitability checks. This helps to protect children from harm.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- implement more-targeted systems to evaluate overall teaching practice and identify focused areas for personal and professional development
- support assistants to extend activities and build further on children's learning so that children consistently benefit from the highest quality educational experiences.

Setting details

Unique reference number	EY377682
Local authority	Shropshire
Inspection number	10116143
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 7
Total number of places	9
Number of children on roll	24
Date of previous inspection	24 March 2015

Information about this early years setting

The childminder registered in 2008 and lives in Bridgnorth, Shropshire. She operates all year round, from 8.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 qualification and works with two assistants. Of these, one holds a level 3 qualification, and the other holds a relevant level 6. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspectors

Roxanne Mason
Josephine Heath

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- 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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