

Childminder report

Inspection date: 28 January 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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the care of the friendly childminder. They engage in their play for long periods and make independent choices from the selection of toys and resources. Children make good progress from their starting points. The childminder knows the children well and plans enjoyable activities that are focused on the children's interests and next steps in their learning and development.

Children are sensitively supported to manage their behaviours and feelings. They learn to play cooperatively with other children, take turns and share. Children learn about cultures that are different from their own and develop an awareness of diversity and respect towards others. Children have enjoyable opportunities to learn about the world around them. They take part in regular outings in the local community. For example, they go on walks and socialise with other children at a local toddler group.

Children enjoy daily opportunities to explore and develop their physical skills outside in the fresh air and during regular play sessions at a soft-play centre. They develop healthy habits, such as washing their hands before eating and after using the toilet. Children are provided with healthy snacks by the childminder, and parents are encouraged to provide healthy packed lunches.

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

- Since the childminder's last inspection, she has attended training sessions to improve her skills and knowledge and the service she provides. She reflects on the quality of her teaching and identifies areas to improve her practice even further. For example, she is due to attend additional training to support children's communication and language skills. The childminder regularly meets up with another childminder to share ideas on practice and they join together for planned activities and outings.
- The childminder finds out about children's interests, abilities and care routines before their first session at the setting. This helps her to provide continuity in their care and learning. Partnerships with parents are strong. The childminder keeps parents informed on the progress their children are making and the care they receive during the session. She is approachable and offers support and guidance to parents. In line with requirements, the childminder carries out a progress check for children aged between two and three years, which she shares with parents.
- Children are supported to recognise their names in print and learn letter sounds to help support their early literacy skills. They have fun exploring mark making, such as drawing roads on masking tape which they stick onto the floor and roll their cars along. Children excitedly say they are driving their cars to the park.

The childminder encourages children to explore and manipulate play dough. She understands how this helps to develop the small muscles in children's hands, to enable them to hold writing tools and support their early writing skills.

- Children learn that tools have a purpose and how to use them safely. For example, children confidently use scissors to make snips in paper and use a safety knife to cut up their food at snack time. The childminder supports children to develop some independence skills, such as attending to their personal care needs. She gives children some encouragement to tidy away the toys after they have finished playing with them. However, her methods are not yet effective in supporting all children to willingly help at tidy-up time, which results in the childminder tidying away for them.
- The childminder interacts well with the children. For example, when children want to play with cars, the childminder gets down to their level. She provides narrative to their play and engages them in conversations by asking open-ended questions. However, the childminder does not always recognise opportunities that spontaneously occur to extend children's understanding of mathematical concepts, such as counting, shape recognition and problem-solving.
- The childminder acts as a good role model to the children. She speaks to them with respect and offers encouragement and praise for their achievements, which helps to boost their self-esteem and self-confidence. The childminder has developed good links with the local school to support smooth transitions for those children who are moving on to the next stage in their education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection and is aware of the potential signs that may indicate a child is at risk of harm. The childminder is confident to report any concerns about children's welfare to the relevant agencies. She carries out regular risk assessments of all areas used by the children to ensure that her home is safe and secure. She has completed mandatory training, such as paediatric first aid, to help her to attend to any medical emergencies children may have. The childminder teaches children about road safety and the importance of keeping themselves safe when out in the community.

What does the setting need to do to improve?

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

- strengthen and support children's developing independence skills, particularly to encourage them to tidy away toys when they have finished an activity
- enhance the teaching for mathematics, particularly with regards to counting, shape recognition and problem-solving, to increase children's learning even further.

Setting details

Unique reference number	EY378799
Local authority	Telford & Wrekin
Inspection number	10144833
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	2 to 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	21 January 2020

Information about this early years setting

The childminder registered in 2008 and lives in Telford. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Angela Hulme

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The inspector had a learning walk with the childminder and discussed how the childminder implements her educational programme.
- The quality of teaching was observed, and the inspector assessed the impact on children's learning.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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