

Childminder report

Inspection date: 22 October 2024

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 supports children to become confident and well-rounded individuals. For example, she asks them if they would like to prepare their own lunch, which they do enthusiastically. Children demonstrate their independence as they capably fill and fold their tortilla wraps, cut up their grapes and tidy away their plates. They learn good table etiquette, such as sitting properly on their chair and not talking with food in their mouth. This promotes children's safety at mealtimes.

The childminder creates a culture of respectfulness. For instance, she takes children out into the community to practise and develop their social skills and teaches them about cultural celebrations and traditions, such as Thanksgiving. The childminder sensitively talks to children, which they positively respond to. For instance, when children accidentally spill water on the floor, the childminder offers them reassurance and help. Children thank her for her help without being prompted, which demonstrates their good manners.

The childminder recognises the potential during activities to extend children's interests and creativity. For instance, while washing up the paint pots and brushes, she encourages children to notice and explore colour change. Children thoroughly enjoy mixing colours together to find out what will happen. They make predictions before eagerly testing out their ideas, such as mixing pink and blue paint together to make purple. The childminder introduces words such as 'pale' and 'dark' to further children's understanding of different colour shades.

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

- The childminder has clear expectations for children's communication and language development, such as taking turns to talk and actively listening to others. She frequently introduces new and ambitious words, such as 'autumnal' and 'oblong', to help to extend children's vocabulary. Children enjoy initiating conversations and ask inquisitive questions. They demonstrate fluency in language.
- The childminder provides children with copious opportunities to count and recognise numbers. For instance, children play mathematical games where they spot and daub numbers on a large piece of card. They learn to count in sequence with increased accuracy, using their fingers as guidance. Children use their mathematical skills when cutting their grapes in half, discussing how two halves make a whole.
- The childminder organises transitions from one activity to another effectively to ensure that children are continuously busy and learning. For example, after children have engaged in creative play, the childminder positively engages them in water play where they further explore tipping and pouring. The childminder

constantly talks to children to help them understand what they are doing next and gives them choices to encourage their participation.

- The childminder accurately identifies the next steps in her professional development. For instance, in her desire to help and support children, she identifies that she does not always encourage them to do things for themselves. This is something that she is aware of and therefore swiftly adapts her practice in response. This ensures that children can fully lead their own learning.
- The childminder liaises with other childminders to share good practice ideas and attends various training courses to strengthen the curriculum delivery. She has secure knowledge of how to identify any child who is at risk of falling behind in their learning and is confident to seek specialised support when needed.
- The childminder identifies that some children need increased opportunities to further strengthen their pencil grip for future writing. As a result, children practise threading beads onto pipe cleaners and paint with fine paintbrushes to refine their fine motor skills. However, the childminder has not yet established relationships with staff at all settings that children attend. Therefore, there is not yet a consistent approach to the support that children receive.
- The childminder teaches children how to keep themselves safe on their walk to nursery. For example, she encourages them to notice wild fungi, which children know not to handle as it could make them poorly. The childminder helps children to cross the road safely and encourages them to 'stop, look and listen' for cars. Children respond well to simple instructions, and their behaviour is very good.
- The childminder has attended a course to gain up-to-date guidance on healthy eating. This has helped her to provide all children with nutritious and well-balanced meals, catering for their individual dietary needs. However, the childminder does not always use daily routines to fully support children's understanding of healthy lifestyles, such as talking to them about the types of foods that they eat and the importance of handwashing before mealtimes.

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:

- establish relationships with staff at all settings children attend, to ensure a consistent approach to the support that children receive
- provide children with even more opportunities to develop their understanding of the importance of healthy lifestyles.

Setting details

Unique reference number	EY405514
Local authority	Shropshire
Inspection number	10355214
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	4 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	21 November 2018

Information about this early years setting

The childminder registered in 2010 and lives in Bridgnorth, Shropshire. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for any eligible children attending. She holds a relevant qualification at level 3.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector spoke to children to find out about their time at the setting.
- 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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