

Childminder report

Inspection date: 25 February 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	Good
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What is it like to attend this early years setting?

The provision is good

Children develop strong and warm relationships with the childminder. They demonstrate that they are happy and feel safe in her care. Children form secure attachments with the childminder and will seek her out for comfort when needed. They enjoy a varied range of stimulating activities. For example, children play imaginatively in the home corner as they prepare smoothies for their friends and the childminder. They consider the fruits and vegetables they want to add and discuss why these are healthy for them.

Children demonstrate elevated levels of confidence as they discuss with the inspector their play and the things they enjoy doing. Children benefit from regular visits to the library, parks and other local amenities. They enjoy weekly outings on public transport, where they ring the bell to stop the bus and learn how to pay the bus driver. These experiences build on children's understanding and extend their learning.

The childminder has high expectations for children's behaviour, which is good. For example, even the youngest children understand the concepts of turn taking and sharing. They speak politely to each other and are gentle and caring with babies. Due to the COVID-19 pandemic, parents do not routinely spend time in the setting. However, the new routine works well in helping children to separate quickly and smoothly from their parents when they arrive.

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

- The childminder is a dedicated practitioner who regularly reflects, together with her co-childminder, on the quality of their provision. She implements a curriculum that focuses on children's interests and capabilities. The childminder uses her observations and assessments of children to plan an ambitious curriculum that helps children to make good progress.
- Children's language and communication development is supported well. The childminder engages in stories and singing with them. Children show excitement when they ask an electronic voice control device to play their favourite songs, which they happily dance and sing along to. Older children take turns in conversations and are encouraged to listen to each other.
- The childminder provides healthy meals and snacks, and children have access to water throughout the day. Children learn a range of key skills, such as feeding themselves, washing their hands and putting on their shoes and coats. This helps to ensure that they have good levels of independence when the time comes to move on to school.
- The childminder has a wide range of play materials and resources. Overall, these are readily available to encourage children to make independent choices about

their play and support the development of the skills they need. However, some resources are not always within easy reach of the children, which limits their ability to explore and to use their imaginations in their own play.

- Children develop their small-muscle skills and hand-to-eye coordination as they join bricks together to build towers. Babies explore toys and objects and use their small-muscle skills as they pass objects from one hand to the other. Toddlers and pre-school children develop good fine-motor skills. They learn how to handle and use paintbrushes, crayons and chalks during creative play activities. These experiences help children to gain control and coordination of their hand muscles ready for early writing.
- Overall, children develop good physical skills. For instance, older children are provided with regular opportunities to refine their large-muscle skills during challenging outdoor physical exercise. They learn to climb and balance as they negotiate slopes and climbing apparatus. However, inside, resources sometimes clutter the main play area floor. As a result, toddlers are not always able to successfully practise their increasing mobility skills indoors.
- The childminder and her co-childminder attend many professional development opportunities that have a positive impact on the experiences children have. The childminder is very reflective of her work. Together with her co-childminder, she accurately evaluates the service that she provides.
- Partnerships with parents are strong. Parents are extremely positive about the care that their children receive from the childminder and her co-childminder. The childminder asks parents and children for feedback to help her better meet their needs and improve the service she offers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder, her apprentice and her co-childminder attend regular child protection training. They talk about changes in safeguarding practice and safeguarding issues, such as different types of abuse, to ensure their knowledge is up to date. The childminder is clear about her role and responsibility to safeguard children. She works with her co-childminder to implement robust policies and procedures and ensure children's care and safety remain the highest priority. The childminder knows what action to take if she has any concerns about children's safety or welfare. She supports older children to develop their understanding of potential risks when they use technology to access the internet.

What does the setting need to do to improve?

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

- arrange resources to enable children to access all areas of the curriculum more independently

- consider the organisation of indoor resources, particularly regarding the floor area, so that toddlers have sufficient space to practise their growing mobility skills more effectively.

Setting details

Unique reference number	EY406878
Local authority	Telford & Wrekin
Inspection number	10074432
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 11
Total number of places	8
Number of children on roll	22
Date of previous inspection	23 March 2016

Information about this early years setting

The childminder registered in 2008 and lives in Telford. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children. She works alongside another registered childminder at the same address.

Information about this inspection

Inspector

Bev Devlin

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this has had on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults living or working at the setting.

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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