

Childminder report

Inspection date: 9 August 2023

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 are excited as they arrive at the childminder's home. She greets them warmly, and they confidently walk in and start playing. The childminder provides positive interactions, which helps children to feel secure. She responds to their individual needs when they show they are tired, hungry or want to play outdoors.

The childminder is a positive role model and focuses on developing children's good behaviour from a young age. This is evident in how children of all ages behave. Children's manners are impeccable, and they say please and thank you with no reminders. Children show respect to one another, and they understand rules and boundaries. They play well together, and older children are very caring towards younger children. All children show care towards the childminder's pets as they stroke the cat and feed the tortoise.

The childminder assesses children's development. She uses what she knows about children when they join to plan for their individual needs and build on the experiences they arrive with. The childminder places a strong focus on developing children's social skills in readiness for school. She widens their knowledge of the world around them as she takes them on various trips out in the community. Children talk about the new friends they have made, who will be going to their new school. They excitedly talk about feeding the animals and going on forest walks.

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

- The childminder is reflective. She completes mandatory training and keeps up to date with any changes. The childminder shares ideas with other childminders and gains advice on various topics. However, she does not focus her professional development on enhancing her teaching practice. This means she is not fully confident in how to offer children high-quality learning experiences.
- Children develop good communication and language skills. The childminder narrates children's play and models and repeats words. She skilfully responds to babies' babbles and uses signs to help them to develop their early language. Older children have a wide vocabulary. They respond to questions and demonstrate their understanding. Children snuggle in with the childminder to enjoy listening to stories, and they join in with familiar nursery rhymes.
- Children make good progress, and they gain skills to help them to prepare for school. For example, older children are independent. They make their needs known and show control when mark making as they begin to form the letters in their names. Younger children are curious and inquisitive. They make choices in their play and show preferences.
- The childminder knows children's level of development and quickly identifies any gaps. However, she does not consistently consider what she wants children to

learn, to help all children make the best possible progress. Consequently, on occasion, she does not adapt adult-led activities to help all children remain highly engaged in their learning.

- The childminder supports children with special educational needs and/or disabilities. She offers individualised settling-in sessions on weekends, which gives her time to discuss children's needs with parents and to find out about their developmental targets. This supports her to plan experiences quickly to help narrow gaps in children's development.
- Parents comment that the childminder is amazing, and they believe that their children make good progress because of the experiences they receive with her. Parents receive regular information from the childminder and are very happy with the care and education their children receive.
- Children show a good attitude to their learning and persist at tasks such as threading buttons. When children are engaged in an activity threading different buttons and colours, the childminder introduces the concepts of counting and matching. Children concentrate and observe similarities and differences as they work out which are the same to create patterns in their threading.
- The childminder promotes children's good health. She offers a variety of fruit and home-cooked meals and encourages children to try new foods. The childminder promotes children's physical development, and children demonstrate the skills they have mastered. For example, younger children show great coordination as they kick small balls and climb the steps to the garden safely.

Safeguarding

The arrangements for safeguarding are effective.

The childminder helps children to understand safety risks when she takes them out on trips. Children confidently talk about how to walk and cross the road safely. The childminder demonstrates a suitable understanding of child protection. She has a policy in place that has been written in line with the local safeguarding procedures. The childminder is alert to the signs and symptoms of abuse. She knows the procedures to follow if she identifies any concerns about a child. The childminder supervises the children in her care well, and she ensures that no persons without a Disclosure and Barring Service check have any unsupervised contact with children.

What does the setting need to do to improve?

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

- undertake professional development opportunities that focus on enhancing confidence in teaching, ensuring that children are provided with the highest quality learning experiences
- focus more precisely on the intent for children's learning, providing activities and experiences that keep children highly engaged in their learning.

Setting details

Unique reference number	EY409025
Local authority	Shropshire
Inspection number	10305667
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	1 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	17 January 2022

Information about this early years setting

The childminder registered in 2010 and is located in Shrewsbury. She operates all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. She offers childcare overnight and during the weekends at the request of parents. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Emma McCabe

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder 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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the childminder 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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