

Childminder report

Inspection date: 17 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	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happily at the childminder's home with their parents and are greeted by the friendly childminder. Children settle quickly in the childminder's care. She is gentle and attentive to the children's needs, which helps them to feel comfortable with her.

The childminder's home is bright and spacious. Children select from the broad range of resources that are available to them. For example, they become highly engaged with small-world figures and other resources. They include the childminder in their games and have fun together. Children are keen to share what they know and remember, such as naming the colours of the toys they play with.

Children behave well. They listen and respond to the childminder's reminders to be kind to household pets and to use their manners. Children have opportunities to develop their physical skills. For example, during regular visits to local parks to use slides and other equipment to practise their climbing and balancing skills. Children develop the skills they need for their future stages in development. They show increasing independence when they feed themselves with cutlery at lunchtime.

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

- The childminder has a strong understanding of child development and knows what she intends for each child to learn. She routinely gains information from parents when children are new to the setting, which helps her to know and plan for children's learning needs. However, when children are returning to the setting after a period of absence, she does not gain up-to-date information to help her better plan for and build on what children already know and can do at this stage.
- Children enjoy their time with the childminder. They like playing imaginative games with small-world figures and toys. For example, they focus their attention when they place the people figures into a toy swing and push it back and forth.
- Children have the opportunity to learn about animals. They find out about the childminder's tortoise and that he makes a lot of noise when he is eating his lettuce.
- Children make choices about what they want to play with. They use their imaginations to role play making tea and cooking in the play kitchen. They include the childminder in this game. During play, she responds to their interests. For example, by pretending to talk to their familiar adults on the telephone.
- The childminder promotes clear speech well with children. She uses her questioning skills to encourage children to speak. She provides ample time for them to respond and repeats back what they say, using clear speech and correct

sentence structure. Children begin to initiate conversations with the childminder. She listens attentively and responds to them. This helps the children to feel valued and develop confidence in their speaking skills.

- Children enjoy play with a range of vehicles, a playhouse and castle. For example, they find the firefighter to sit in the fire engine. They use their imagination and push the cars along the floor and say they are going to the castle. Children begin to understand how technology works. For example, they press buttons on the playhouse and smile as they make different sounds.
- Children have opportunities to learn about the customs of other children who attend the setting, through books and discussions with the childminder. However, the childminder has not yet extended this to provide further opportunities for children to develop an understanding of the similarities and differences of others in our wider communities.
- Parents say they are happy with the childminder and that their children are happy attending. They say they know their children are well cared for from the information they receive from the childminder.
- The childminder has taken up additional training to increase her knowledge and skills. She has attended training specifically for managing the behaviour of young children. She is able to demonstrate this understanding and explain appropriate strategies that she uses to help children learn to manage their own behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of child protection matters up to date. She has attended additional training to increase her understanding of some of the wider issues. The childminder demonstrates a secure understanding of the indicators that mean a child is at risk of abuse and the procedures she must follow to report these concerns. She understands how and where to report allegations of abuse against herself or other adults living in the home or working with children. The childminder routinely checks her home to ensure it is safe for children to attend. She maintains the required documentation to help ensure the smooth running of her setting.

What does the setting need to do to improve?

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

- gain up-to-date information from parents and other providers to better plan for and build on what children already know and can do, particularly for children returning to the setting
- provide children with more opportunities to build on their understanding of the similarities and differences between themselves and others in the wider community.

Setting details

Unique reference number	EY409025
Local authority	Shropshire
Inspection number	10216434
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	3
Date of previous inspection	10 May 2018

Information about this early years setting

The childminder registered in 2010. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Suzanne Taylor

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 took that into account in the evaluation of the provision.
- The childminder held a learning walk discussion with the inspector. The inspector viewed all areas of the home and discussed with the childminder how the curriculum was organised.
- The inspector made observations throughout the inspection and conducted a joint evaluation of an activity with the childminder to assess the quality of education.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held a meeting with the childminder. She reviewed relevant documentation, including qualifications and evidence of the suitability of adults living in the home.
- The inspector spoke to parents and took account of their views of the childminder's provision.

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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