

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 are happy and comfortable in this safe and secure setting. There are warm and trusting relationships between the children, the childminder and his co-childminder. Children move freely around and choose how they want to play. They have opportunities throughout the year to learn about unfamiliar cultural festivals. For instance, children are encouraged to try a range of Chinese foods and use chopsticks. They learn about the tradition of Chinese lanterns and look at calendars. Children enjoy these opportunities to learn about the wider world.

The childminder has high expectations for children's behaviour. He and his co-childminder are good role models who instil consistent, age-appropriate rules and boundaries. Children behave well and play cooperatively together. Older children actively include younger children in their games. They happily talk to visitors and explain what they are doing. Children develop good independence, for example by attending to their personal care needs and tidying away the toys after they have finished playing with them. Children benefit from the positive relationships they build with the childminder. He is caring and experienced and knows the children very well.

Since the COVID-19 pandemic began, the childminder has put additional safety measures in place. Currently, parents do not enter the house, to minimise the spread of the virus. Children know to cough into their elbow to reduce the spread of germs. They show understanding as they describe how they can make germs disappear by washing their hands or using hand sanitiser.

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

- The childminder has undertaken online training and researched information to develop his knowledge of the curriculum intent. This has supported him to plan and implement a broad curriculum for the children. The childminder has designed a curriculum that helps children to be ready to start school.
- The childminder uses his knowledge and assessments of children and their interests to plan enjoyable learning experiences that increase their confidence in targeted areas. He collects useful information from parents about what children know and can do when they start to attend. This enables him to identify children's starting points in learning from the outset.
- Children enjoy regular trips to local parks where they are free to explore a variety of equipment that supports their gross motor physical skills further. Here, the childminder encourages them to take risks in their play. For example, when children want to reach the highest ramp, he suggests how they could use their upper body and leg strength to be successful. Children are delighted when they achieve this new challenge.

- Children are competent and confident communicators. The childminder supports their communication and language development skills well. For example, throughout the day, he consistently engages with and speaks to the children, introducing unfamiliar words and encouraging them to respond and discuss their ideas. The childminder is skilled at listening and allowing children time to talk without interruption.
- Overall, children play in an interesting and stimulating environment. The childminder plans activities to help older children develop their reading skills. Older children can sit in the newly purchased 'quiet tent' and read books from the bookshelf. However, the childminder does not provide a wide range of opportunities for younger children to easily access books to support their early interest in handling and looking at books.
- Children develop their dexterity and coordination skills well. For example, they make marks effectively with pens and pencils, creating recognisable shapes. The childminder role models suitable mathematical language, and this motivates children to discuss shapes and size. However, he is not always successful in challenging older children's mathematics skills.
- There are strong partnerships between the childminder and parents. The childminder is committed to gathering parents' views and improving his practice. Parents are incredibly positive about the care that their children receive and say that they are safe and happy in the setting. Parents are kept informed about the progress their children make.
- The childminder is very reflective of his work. He is dedicated to developing his practice and knowledge further and takes every opportunity to engage in training. Together with his co-childminder, he accurately evaluates the service that he provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good and in-depth understanding of the signs of abuse and how to keep children safe. He knows and understands safeguarding matters, such as radicalisation and the risks of children's unsupervised access to the internet. The childminder and his co-childminder complete regular training to keep their knowledge and understanding up to date. The childminder ensures that his apprentice is fully aware of the procedures to follow if she has any concerns about a child's safety or welfare.

What does the setting need to do to improve?

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

- adapt teaching for mathematics, particularly with regard to shape recognition and problem-solving, to increase children's learning even further

- consider how younger children can be enabled to access books more freely, so they can further develop their enjoyment of looking at and handling books.

Setting details

Unique reference number	EY417081
Local authority	Telford & Wrekin
Inspection number	10220544
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 10
Total number of places	8
Number of children on roll	22
Date of previous inspection	4 July 2019

Information about this early years setting

The childminder registered in 2010 and lives in Telford. He operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. He provides funded early education for two-, three- and four-year-old children. He 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 inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed his intentions for children's learning.
- The inspector sampled documentation, including evidence of the childminder's suitability, public liability insurance and paediatric first-aid certificate.
- The inspector reviewed feedback provided by parents and spoke to children during the inspection.
- The inspector evaluated an activity with the childminder and discussed the quality of teaching and learning.

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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