

Childminder report

Inspection date: 31 March 2025

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 creates a calm and nurturing environment where children feel safe and valued. She understands each child's individual needs. Through positive and respectful interactions, she develops strong bonds with children. This helps to support children's emotional well-being. The childminder provides an exciting curriculum that builds on children's interests and actively engages them in learning. For example, when children show an interest in water play, the childminder uses this interest to develop their skills. They enhance their pre-writing skills by making marks with brushes and water. They improve their coordination and small motor skills as they fill watering cans and attempt to pour water down drainpipes. Children also develop their physical abilities while having fun, splashing and jumping in the puddles they create.

Children behave well, as the childminder has high expectations for their behaviour. She encourages them to use good manners and to share and take turns. The children understand the daily routine and follow instructions well. For instance, they know to wash their hands before snack time and to tidy away toys after using them. The childminder also promotes children's independence by supporting them in completing everyday tasks, such as taking off their shoes and hanging up their coats. Additionally, children have free access to resources and confidently choose what they want to play with.

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

- The childminder develops a well-sequenced curriculum that is based on her knowledge of each child's interests, abilities and areas for development. Through engaging, purposeful play, children explore, learn and grow, ensuring that all children make good progress from their individual starting points. Outdoors, younger children learn to coordinate and balance themselves as they negotiate small steps and see-saws. Indoors, older children develop their imagination as they role play in the tent. They play alongside their peers, talking and further developing their social skills.
- Children have access to a range of opportunities outside the childminder's home. They visit open-air museums where they learn about history. They go on walks to the park or around the area and buy fruit for their snacks at the shops. They also meet up regularly with other children and childminders, helping them develop their social skills. Consequently, these experiences enable children to learn about the wider community.
- Overall, the childminder supports children's communication and language skills effectively by asking questions and narrating their play. Older children actively participate in conversations. However, the childminder does not consistently encourage younger children to use their words to further develop their language

skills and understanding. For example, when looking at pictures in books, she points out objects, such as shoes and sunglasses, but does not encourage younger children to repeat the words or describe what they see.

- Children enjoy cuddles and quiet time as the childminder reads stories to them. They eagerly choose the books they want. The childminder reads with enthusiasm, and the children show excitement as they follow the story. This fosters a love for books and helps develop early literacy skills.
- Parents greatly appreciate the service the childminder provides. They are eager to express how their children have developed. The childminder maintains excellent communication, sharing daily photos to keep parents informed about their children's activities. However, the childminder does not yet give parents ideas of how they can further support children's learning at home.
- The childminder helps children develop healthy lifestyles. For example, she promotes healthy eating and provides fruit and water at snack time. Children bring a packed lunch from home. If needed, she supports parents with healthy lunch box ideas. She has a good understanding of how to support children with allergies and medical conditions and has rigorous procedures in place. Children get fresh air and exercise daily to support their well-being.
- The childminder values her own professional development and reflects on the provision that she offers. For example, she asks parents to complete questionnaires about her service. She accesses professional development opportunities to improve her own practice and to support children's individual needs. She has also undertaken mandatory courses, such as paediatric first aid.
- The childminder has developed effective links with other settings. She meets regularly with other childminders to share experiences and good practice. The childminder maintains contact and shares information with other settings that the children attend. This contributes to the continuity of children's care and education.

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:

- strengthen the methods used to build children's developing communication skills and promote language further
- share ideas for home learning with parents to enable the best possible outcomes for the children's development.

Setting details

Unique reference number	EY419712
Local authority	Telford & Wrekin
Inspection number	10388302
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	5 July 2019

Information about this early years setting

The childminder registered in 2011 and lives near Telford. She operates weekdays, from 7.30am to 5pm, term-time only. The childminder holds an early years qualification at level 3. She provides early education funding for all eligible children in her provision.

Information about this inspection

Inspector

Sue Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder with the inspector.

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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