

Childminder report

Inspection date: 18 October 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in the care of the attentive childminder. They receive an extensive and nurturing settling-in process where the childminder gets to know the child and family very well. This supports children to feel safe and loved. The childminder is committed to prioritising the well-being and safety of all children who attend. She teaches children about how to remain safe online and puts appropriate restrictions in place. Children learn how to safely use a pedestrian crossing when travelling to and from school. Children are caring and supportive of each other. They invite other children into their play and work together harmoniously to build with magnets. The creative childminder maximises all opportunities to support children's individual targets. For instance, she repeats colours with children to embed their knowledge. Older children mirror the childminder's inspiring teaching. They demonstrate curiosity as they explore what happens when they mix paint to create different colours. Children share their enjoyment when they make purple and teach others what colours they have used.

Children develop their strength and coordination by exploring varying sized buttons and thread. They use them to create numbers, shapes and letters. Young children identify numbers that are significant to them, and the childminder introduces them to other numbers up to 10. Children learn about the language of size as they compare buttons and lengths of string with the childminder. Outside, children explore different ways of throwing conkers into a bucket. The childminder demonstrates different ways that they can do this. Children smile with pride when they learn to throw accurately.

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

- Children are immersed in a creative and meaningful curriculum that is responsive to their individual needs and interests. They make rapid progress from their starting points. Children develop a deep understanding of the changing seasons through inspiring activities. They remember and talk with fondness about the time that they visited the farm with the childminder to collect pumpkins. Children demonstrate fascination as they explore leaves, conkers and pinecones. They talk to the childminder about their different textures and make comparisons between the shapes and sizes.
- The passionate childminder supports children to master skills that are required to start school. She practises these skills with children until they become proficient. For instance, she encourages children to be independent. They practise putting on their own wellies and coats, learning how to manipulate zips. Older children attend to their own toileting needs with confidence.
- Children are confident communicators who excel in their speech and language development. They are exposed to repeated daily stories that offers them a

broad vocabulary. Children follow stories using creative props. They anticipate what will happen next and locate the correct objects. Children show sustained concentration and the activity captivates their imagination. The childminder swiftly identifies when children are behind in their speech and language development. She liaises with parents and other professionals to ensure that they receive immediate intervention.

- Children learn the importance of living healthy lifestyles. The childminder provides the children with regular gymnastics sessions where they build their strength, balance and cooperation. Children help to prepare their snacks by chopping and slicing their own food. They learn that some fruits are softer than others, so they have to adapt the way that they use tools. The childminder encourages children to try different fruits. They confidently take small pieces of fruit to try. Children smile with pride as the childminder praises them for trying something new.
- Children are polite and respectful to the childminder and others. They listen and follow instructions. For example, children respond immediately when the childminder asks them to tidy up resources. They help each other and put items away carefully. At snack time, children help to put the chairs around the table. They wash their hands independently and understand why it is important to wash hands before and after eating.
- Parents speak highly of the nurturing childminder. They are grateful for the childminder's passion to go above and beyond to help their children to flourish. Parents feel well informed about their children's progress and are regularly made aware of their next steps in learning. They share that the childminder offers their children an incredible range of outings and opportunities. Furthermore, parents feel that the childminder offers a safe, warm and caring environment where children develop beautiful relationships with her.
- The childminder has developed robust partnerships with other agencies. For instance, she works collaboratively with the pre-school that she shares children with. She liaises with them about children's progress and current interests. The childminder works closely with the local school, ensuring that appropriate information is passed on to parents. This supports continuity in children's care and education.
- The childminder expertly reflects on her practice, identifying how she can adapt her teaching to benefit children. She regularly attends training to evaluate the quality of her teaching and considers any changes to develop this even further. The childminder works closely with her assistant, providing her with an abundance of training opportunities to extend her knowledge and teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY419778
Local authority	Shropshire
Inspection number	10355062
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 3
Total number of places	12
Number of children on roll	28
Date of previous inspection	15 November 2018

Information about this early years setting

The childminder registered in 2010 and lives in Shrewsbury. She works with a part-time assistant. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children aged between nine months and four years.

Information about this inspection

Inspector

Ali Myers

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- 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 spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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 curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their views of the setting 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024