

Childminder report

Inspection date: 17 February 2020

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 have good relationships with the childminder and each other. Children follow the clear instructions given by the childminder, who is a good role model. Older children show respect and are polite to younger children, for example, when trying to move past them. The childminder understands the needs of the children, for example, she settles babies for sleep time when they start to become tired. Children engage and focus on the activities that the childminder provides. They play with oats, filling and emptying containers. Children make links to the small, medium and large sizes that they heard about moments earlier in the story about a girl and three bears. Children learn skills to support their future education, such as sustaining attention. Younger children stay and listen to an engaging story. All the children are active learners as they participate. After reading the story older children write their own version and proudly share their stories with others. Children are secure and feel safe while they explore the environment. They are starting to become independent and do tasks for themselves. During snack time children serve themselves and chop fruit. Children are well prepared for the next stage in their learning.

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

- The childminder and her co-childminder are reflective. They gather the views of parents, their local authority adviser and from other sources, such as their own research. They are currently developing their outdoor area to include a natural exploration space. As a team, the childminder, co-childminder and assistant work well and continue to improve their own knowledge. They have recently accessed behaviour management training to further support children.
- The childminder has high expectations of children's behaviour and uses effective strategies to manage the mixed age group. She provides consistent rules and boundaries for children to follow. As a result, children are very well behaved. For instance, due to limited space in the 'dark den', children wait their turn and seek permission before they go inside.
- Children make good progress. The secure key-person system ensures that the childminder and co-childminder know all of the children well. All children play with the rolled oats and the childminder identifies that each child has a different learning objective. For example, some children explore mathematics while others develop their mark-marking skills. Children's level of development is accurately assessed, and the childminder uses their next steps in learning to plan meaningful activities for children.
- The childminder can identify where children may need additional support and knows how to seek help from other professionals. For instance, she uses detailed plans to further develop children's progress and to close any gaps in their knowledge. The childminder uses any additional funding she is provided

with for specific children effectively to target their individual needs.

- The childminder supports children effectively with their language development. She repeats words back to children who struggle with their pronunciation. The childminder has addressed issues raised at the last inspection and now asks children challenging questions. For example, she asks the children to think about how they would feel if they were the character in the story. However, she does not always allow children enough time to think before she provides an answer.
- The childminder regularly shares the children's progress with their parents. She treats parents as partners in the children's learning. Parents are asked to complete tasks at home with their child and share feedback with the childminder. Written testimonials from parents say that they are happy with the progress of their child and note also how they have increased in confidence.
- Activities that the childminder provides are wide ranging. She provides children with experiences that are creative and follow the children's interests while promoting all areas of learning. For instance, younger children build a tower with blocks, developing their hand-to-eye coordination as well as interaction with other children. However, the childminder does not provide children with opportunities to use everyday technology within a safe environment and gain understanding of the dangers that can occur through using digital technology.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs that may indicate a child is at risk of harm, and how to seek help to protect them. She is also aware of wider safeguarding issues, such as radicalisation. The childminder keeps the environment safe. Any accidents that do occur are carefully recorded. The childminder and co-childminder update their safeguarding training regularly, and ensure that the assistant is aware of her safeguarding responsibilities. The childminder maintains accurate records to ensure children remain safe. She keeps robust documents regarding the suitability of those living and working in the property.

What does the setting need to do to improve?

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

- give children sufficient time to think and respond to questions, providing better opportunities to extend their understanding and language skills
- provide age-appropriate opportunities for children to help them learn how to keep themselves safe when using the internet or digital technology.

Setting details

Unique reference number	EY423789
Local authority	Telford & Wrekin
Inspection number	10072129
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 9
Total number of places	6
Number of children on roll	18
Date of previous inspection	3 July 2015

Information about this early years setting

The childminder registered in 2011. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder and an assistant. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Laura Green

Inspection activities

- The inspector and childminder toured all areas of the premises to understand how the early years provision and the curriculum are organised.
- The inspector held discussions with the childminder and co-childminder.
- Relevant documentation was checked, including evidence of the suitability of all people living and working at the property.
- The inspector observed the quality of teaching during activities. She assessed the impact this has on children's learning.
- The inspector read testimonials from parents during the inspection and took account of their views.

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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