

Childminder report

Inspection date:

22 November 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder and co-childminder build warm and close relationships with the children who attend. Children happily explore their environment. They confidently show visitors what they can do when climbing on the outdoor equipment. This shows that children feel safe and secure in the childminder's care. Children show motivation in their learning. For example, they discover different sizes of sticks on their walk in the forest. Children identify which of theirs is the biggest, developing their understanding of mathematical concepts.

Overall, children's behaviour is good. The childminder has high expectations for children's learning, and they engage well with her. For example, during group time, children sit together and listen for the familiar sounds of the letters they can see in the book. Children are successful in identifying the correct sound and receive well-timed praise from the childminder. This helps to raise children's confidence and self-esteem. The childminder implements a curriculum that she tailors to meet children's individual needs. She knows her key children well and adapts her teaching to the different needs of the children. For example, when children are developing their language skills, the childminder repeats the correct words back to them to help them form and pronounce their words correctly. This helps them to build on and strengthen their speaking skills.

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

- Parents speak highly of the care their children receive from the childminder. They share that their children feel 'part of the family' and enjoy attending the childminder's home. The childminder gathers information about the children when they start to ensure she meets their individual needs.
- The childminder regularly monitors the progress children make in their learning and development. She identifies any gaps and puts appropriate support in place to close these. She works in partnership with schools to share information about children's development, to ensure they have the right support at the right time.
- Overall, the childminder manages behaviour well. For most of the time, during play, children behave and listen to each other. However, there are times when children face conflict over a toy. For example, when children are building with blocks and their construction gets knocked over, they become upset. The childminder does not always provide a consistent approach to help support children to understand how their actions can make others feel.
- Children eagerly explore their learning environment. For example, when out on a walk in the woods, children find a hole in a tree. The childminder asks children questions about what could be living in the tree. Children become curious as they look around. However, at times, the childminder does not always consider how to extend or develop children's knowledge even further. This means that not

all children make the progress of which they are capable.

- Children explore activities with determination. The childminder gives them a task to find different sticks to bring back to the childminder's home to use in an activity. The childminder supports children to take appropriate risks as they try to find the biggest stick. Children recognise that they are using their 'big' muscles to hold their stick. The childminder reminds children about being safe as they lift the sticks, so they do not hurt themselves. This supports children's awareness of their own capabilities.
- The childminder promotes physical activities with the children to support them in developing their understanding of healthy lifestyles. Children practise pulling themselves up on the beams in the garden, developing their inner core strength. Children enjoy a range of healthy, home-cooked meals.
- Children learn about the wider world around them as they visit local places in their community. For instance, they go on trips to local parks, and they visit farms to see the animals and learn more about them. This helps to develop children's understanding of the world around them.
- The childminder works in partnership with her co-childminder and assistant to ensure they support each other in their role. They have regular discussions about their key children and the activities they provide for children. The childminder accesses a range of different training courses to expand on her professional knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role in safeguarding children. She is aware of any potential signs that may indicate a child is at risk of abuse. The childminder understands the procedures to follow if there are concerns about a child's welfare or if there is an allegation against a person in a position of trust. She supervises children effectively and ensures she maintains ratios to meet children's individual needs. The childminder follows robust routines for safe sleep, and she carries out regular assessments of hazards to reduce any risks within the home and on outings. She follows robust recruitment procedures to ensure assistants are suitable to work with children.

What does the setting need to do to improve?

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

- manage behaviour even more consistently to enable children to fully understand the impact of their actions on others
- strengthen teaching strategies to extend children's learning, to enable them to make even more progress in their learning and development.

Setting details

Unique reference number	EY425415
Local authority	Telford & Wrekin
Inspection number	10319557
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 15
Total number of places	6
Number of children on roll	25
Date of previous inspection	11 November 2022

Information about this early years setting

The childminder registered in 2011 and lives in Telford. She works alongside a registered childminder and one assistant. The childminder operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katherine Wilson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder, co-childminder and the inspector discussed how they organise their early years provision, including the aims and rationale for their curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this 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.

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