

Childminder report

Inspection date:

26 September 2022

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

Children play happily in this safe and secure environment. The curriculum is based around the children's interests, and they have a dedicated play area where they have free access to resources and activities. These opportunities and resources are considered and appropriate for the children's ages and stages of development. For example, babies play with sensory bottles and enjoy shaking them and listening to the sounds they make. Older children use their fine motor skills as they carefully put small sticks into a wooden hedgehog.

Outside is a decked area covered by a gazebo. This enables children to access the outdoors in most weathers and provides opportunities for them to benefit from fresh air every day. Children are keen to join in with the wide range of activities indoors and outdoors. The childminder also takes the children on trips to the park and local play barns. This enables children to join in with others and develop their social skills.

The childminder knows the children well. For example, she knows when children need a cuddle or some quiet time and a story, and if they are hungry or want a sleep. The childminder responds to children's care needs. Children's well-being and emotional development are promoted effectively.

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

- The childminder has a good ethos for the provision. She is keen to develop it further and evaluates the environment and the curriculum regularly. For example, during the pandemic she had to change the environment and resources. Since reflecting on this, she has made further changes which now benefit the children's learning outcomes.
- The childminder has a good understanding of how children learn. This supports their development in all areas of the curriculum. She encourages their independence and develops their confidence. However, the childminder does not focus precisely enough on how to plan and provide experiences to enhance individual children's learning.
- Children's communication is well supported. The childminder talks constantly to children and models good language throughout the day. Story time captivates the children's interest. The childminder uses visual aids to help children indicate which song they want to sing. Children happily join in and try to mimic her actions. This encourages children to communicate and develop their language skills.
- Children are given opportunities to develop their physical skills. For example, they go to the local park, where they use large equipment and can run and skip. At the setting, the children dance, using their bodies in different ways. They enjoy yoga sessions and explore different physical movements.

- The childminder gathers children's initial starting points from parents. She also completes other assessments to acknowledge children's learning. Activities provided are good and generally capture children's interests. However, at times, children lose interest too quickly and the childminder does not do enough to fully engage them in their learning.
- The childminder is a good role model for children. She is kind and nurturing and supports children in the control of their developing emotions. For example, she explains why certain behaviours are inappropriate and how they can make another child 'sad'. She praises good behaviour, and this helps children to begin to learn right from wrong.
- Parents provide their child with a packed lunch. Children sit together around the table and enjoy a social mealtime. The childminder supports their independence. Before lunch, they wash their own hands and then help to set the table with individual place mats and plates. The childminder discusses healthy diets and food with the older children. This encourages them to make healthy choices later on in life.
- Parent partnership is good. The childminder visits the child's home to gather as much information as possible, prior to starting. Parents comment on her friendly and nurturing nature. They say she goes above and beyond in her care of families. Parents have good communication with the childminder through daily diaries for younger children and verbal feedback for the older ones.
- The childminder undertakes professional development. In particular, she has completed several speech and language development courses. This helps her to keep her knowledge up to date and she uses what she learns to support the children in their development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to safeguard children. She knows the procedures to take should she have any safeguarding concerns about children or their families. The childminder completes safeguarding training regularly to help her keep up to date with current safeguarding requirements and her statutory duties. She carries out risk assessments of her home and the activities the children participate in. Toys and resources are well maintained. This all helps to keep children safe.

What does the setting need to do to improve?

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

- plan more precisely with regard to individual next steps for children
- enhance opportunities to develop children's engagement.

Setting details

Unique reference number	EY448889
Local authority	Telford & Wrekin
Inspection number	10235838
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 10
Total number of places	8
Number of children on roll	15
Date of previous inspection	23 November 2016

Information about this early years setting

The childminder registered in 2012 and lives in Shropshire. She holds an appropriate early years qualification at level 3. Sessions are available Monday to Friday, from 7.30am until 5.45pm, all year round. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Smith

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents and carers shared their views on the setting with the inspector.
- The childminder showed the inspector a sample of key documents.

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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