

Childminder report

Inspection date: 11 May 2023

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 settle well and develop a strong bond with the caring childminder. This helps children to feel safe and loved. Children behave well and are developing good manners. The childminder consistently models how to be polite. Children learn how to share and make friendships with the other children. The nurturing childminder talks to children about how they feel each day. She uses pictures to help children to identify how they are feeling. This supports children's well-being. Children listen and interact during story times. The childminder sings with the children and encourages them to join in. Babies smile as they move to the tune.

The childminder has high expectations for every child and creates opportunities for them to make choices about their learning. Babies explore the garden. They pull themselves up to look at the guinea pigs inside their pen. They smile as they sit on ride-on toys. They explore the sensation of grass between their toes as they move around the garden. Other children choose to engage in imaginative play with the childminder. For example, they talk about the different types of food cartons in the pretend shop. Young children choose to explore letters and how the different sounds are articulated. They place magnetic letters next to each other in the formation of words.

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

- Children develop their speech and language skills rapidly. The childminder engages them in rich conversations. She uses repetition and focuses on keywords to encourage children to learn new vocabulary. As babies and children splash in water, the childminder reinforces colour recognition and repeats the words and animal sounds that children make. The childminder recognises when children are not making expected progress with their speech. She acts quickly and liaises with parents to refer them for specialist support.
- The childminder skilfully uses assessment to plan for children's individual needs. She uses detailed discussions with parents and observations of children's play to establish their next steps in learning. She plans interesting activities that recap on children's previous learning to embed it securely. This helps children to make good progress from their starting points.
- The childminder supports children's understanding of the world well, for example through exploring growth and change. Children learn about the life cycle of a butterfly. They use pictures to discuss the different stages of the life cycle. The childminder reinforces children's understanding through stories and observing caterpillars slowly change into a butterfly.
- Children's well-being is supported by the nurturing childminder. She works with parents to establish children's daily sleep routines and settles them to sleep in separate bedrooms. The childminder follows safe sleep practices and regularly

checks on sleeping babies. The childminder supports children with potty training and praises them when they are successful in attending to their own needs, which builds their confidence.

- Children learn how to live healthy lifestyles. The childminder talks to them about healthy foods and provides them with nutritious snacks. Children learn the routine of washing their hands before every meal. Children make choices about the fruit that they would like to eat at snack time. Parents provide children with a well-balanced lunch. The childminder gives children opportunities to learn about oral hygiene. Babies put their toothbrush in their mouth and explore the texture of the bristles. Children practise using toothbrushes to clean pictures of teeth.
- Partnerships with parents are strong. The childminder sends regular daily updates to parents regarding the activities that children take part in and their achievements. Parents delight in the progress that their children make and the care that they are given. The childminder prepares children for the next stage in their education.
- The childminder accesses guidance and support from the local authority. The childminder and her assistant undertake appropriate training to keep their knowledge up to date and maintain children's safety. However, the childminder does not reflect as well as possible on the quality of teaching to identify where they can extend their practice even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding of her role in safeguarding children. She has carried out appropriate risk assessments of her home and garden to help keep children safe from harm. She teaches children how to stay safe around her pets. The childminder has appropriate measures in place to keep children safe when they sleep overnight in her home. The childminder and her assistant regularly attend appropriate training to update their safeguarding knowledge, including additional training in infection control. The childminder knows the signs and symptoms of abuse and how to report any concerns that she may have about children's welfare.

What does the setting need to do to improve?

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

- reflect on the quality of teaching more precisely to identify where practice can be extended even further.

Setting details

Unique reference number	EY453503
Local authority	Shropshire
Inspection number	10285431
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	5 October 2017

Information about this early years setting

The childminder registered in 2012 and lives in Shropshire. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder provides occasional overnight care. She sometimes works with an assistant.

Information about this inspection

Inspector

Ali Myers

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has 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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