

# Childminder report

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Inspection date:

13 September 2022

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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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 form strong emotional attachments to the caring and nurturing childminder. She promotes a calm atmosphere in which children quickly feel comfortable. Children thoroughly enjoy the company of the childminder and are content when they are in her presence. Children make good progress from their starting points. They confidently make independent choices on the direction of their play and enjoy taking part in planned activities.

Children are kind and respectful to each other and the childminder. They learn to share, take turns and use their 'listening ears' when they are given instructions. Children's independence and self-care skills are well promoted. Older children enjoy the responsibility of carrying out small tasks, such as tidying up the toys and resources after they have finished playing.

Children learn about traditions from other cultures and their own heritage, which helps children to value and respect others. For example, children celebrated Saint David's Day and learn words and nursery rhymes in their friend's home language.

Children have daily opportunities to play and develop their physical skills in the childminder's garden. They enjoy yoga sessions that help to build on their physical strength and support their emotional well-being. Children take part in regular outings in the local community, for example visiting the library to enjoy organised events, such as story and singing sessions. Children have opportunities to socialise with other children. For example, the childminder plans regular visits to meet with other childminders and visits local playgroups.

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

- The childminder is passionate about her role and enjoys her work. She provides a home-from-home experience where children feel happy and content. The childminder knows the children well and talks confidently about their individual personalities.
- The childminder is keen on enhancing her own professional development. She has accessed a range of courses that focus on developing her knowledge and skills to an even higher level. The childminder regularly evaluates and reflects on her practice and the experiences she provides for children. She is committed to providing the best possible outcomes for children.
- The childminder works hard to develop strong partnerships with parents and their extended families, such as grandparents. She gathers key information from parents before their children start, which helps the childminder to follow familiar care routines, inform assessment and plan effectively.
- Written testimonials from parents express the high regard they have for the

childminder. Parents write that they are 'grateful for the care their children receive'.

- The childminder regularly observes children and plans appropriate next steps in their learning. She introduces various topics to ignite children's interest and enhance their skills and knowledge. For example, children learn about the changing seasons and the natural world.
- Children have lots of fun making hedgehogs out of dough as part of an autumn-themed activity. They develop their fine-motor skills as they use their hands to manipulate the dough and use one-handed tools.
- The childminder introduces counting and numbers into children's play. For example, she encourages children to count how many eyes they add to their dough hedgehogs. However, the childminder does not always make the most of opportunities to extend children's learning about other aspects of early mathematics, such as comparing size and quantity.
- Children enjoy being creative. For example, children explore mark making with pens and are eager to add stickers to their pictures. Children demonstrate excellent perseverance as they carefully and precisely peel away the stickers from the backing paper. Children show pride in their achievements, smiling and proudly saying, 'I did it'.
- The childminder skilfully supports children's communication and language development effectively. She engages children in conversation and poses questions, giving children time to think and respond. She introduces new words, such as 'sphere' and 'planet', as children display their interest in a world globe.
- The childminder has established strong links with teachers at the local primary school. She shares information regarding where children are in their learning, which helps to promote continuity. Children also get the opportunity to become familiar with the school when they accompany the childminder on the school run. This helps to support smooth transitions as children move on to the next stage in their education.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms that may indicate a child is at risk of harm. She is confident on how to record and report her concerns to the relevant local agencies. The childminder is aware of wider safeguarding issues, such as the 'Prevent' duty. Ongoing risk assessments of the environment help to keep children safe. The childminder has completed paediatric first-aid training. This helps her to respond appropriately to any accidents.

## What does the setting need to do to improve?

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

- make the most of opportunities for children to learn more about comparing quantity and size to enhance their mathematical skills to a higher level.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY457418                                                                          |
| <b>Local authority</b>                             | Shropshire                                                                        |
| <b>Inspection number</b>                           | 10236043                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 5 October 2016                                                                    |

## Information about this early years setting

The childminder registered in 2012 and lives in Oswestry. She operates term time only, from 7.30am to 5.30pm, Monday to Thursday. 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

Angela Hulme

### 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 childminder and the inspector held a learning discussion together to understand how the curriculum is organised.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector looked at written feedback from parents during the inspection and took into account their views and feedback.
- The inspector reviewed a sample of the provider's documentation, including Disclosure and Barring Service checks and the provider's first-aid certificate.

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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