

Childminder report

Inspection date:

21 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

The childminder shows high levels of patience and care towards the children. She creates a calm and positive atmosphere as they play. This contributes to the strong and secure relationships children form with the childminder from their very first day. For example, children actively seek the childminder out when they are unsure or are in need of support. Children thoroughly enjoy manipulating play dough in the home corner as they make 'cakes' and other objects.

The childminder completes personal risk assessments that help her to better meet the needs of individual children. Children show high levels of concentration and perseverance as they play. For example, as they attempt to put puzzle pieces together. Children generally follow the instructions of the childminder. They make good progress in their learning from their starting points.

Children explore all areas of their environment freely. They comment that they love playing with 'nature' as they explore the sand and water mixture. Children enjoy sharing stories with the childminder. They eagerly select their own stories from the book corner. Younger children have fun looking at the pictures while older children start to relate the story to their own experiences.

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

- The childminder identifies training to continuously improve her practice. Her current focus is on supporting children's language skills. The childminder remodels children's language well, for example, as they say 'nana' she repeats 'banana'. She is keen for children to leave her setting confident to express themselves.
- The childminder plans a range of activities that cover all areas of learning. However, at times, she overlooks opportunities to teach children the specific skills they need to support them as they play. For example, when children show an interest in drawing, the childminder does not help them to use the pens correctly. This results in occasions where children are not able to fully complete the tasks set out for them.
- The childminder finds out children's starting points from their parents. She also completes her own assessments and trackers which help her monitor children's progress over time. The childminder uses this process to identify any gaps in her curriculum or in children's knowledge. She then sets new targets for the children to prevent them from falling behind.
- Parents speak highly of the childminder. They comment they are grateful for the effort the childminder puts into getting support for their children. Parents state they can see the progress in their child's confidence and resilience. The childminder updates parents regularly about their child's development. She

provides them with a range of ideas of how they can extend their child's learning at home.

- The childminder works closely with other professionals to ensure that children receive the appropriate help they require. She actively shares information with other settings that children attend. The childminder also seeks additional support and guidance on how she can further meet those children's needs. This approach is successful in ensuring that children continue to flourish in their development.
- The childminder teaches children about their similarities and differences as they celebrate different events throughout the year. Her aim is that children leave her setting with a positive view about others. The childminder encourages children to share as they play alongside each other. However, she does not consistently support children to solve their own conflicts during play. This results in occasions where children become frustrated with each other. That being said, the childminder deploys herself well and deals with any minor incidents swiftly.
- The childminder provides children with a good foundation to learn about how they can live healthy lifestyles. She does this by having discussions with the children about how they can look after their bodies. The childminder also encourages children to try new fruits, such as 'passion fruit'. She supports children who are more reluctant to look and smell the fruit before they decide not to taste it. Children show their understanding of how they can keep themselves clean. For example, they remind themselves and others to flush the toilet and wash their hands after use. The childminder continues to support them as she encourages them to wash their hands and faces before and after meals.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's knowledge of safeguarding is secure. She recognises the different forms of abuse, including domestic violence and the 'Prevent' duty. The childminder understands the importance of monitoring children's attendance. She is aware of the action to take if she believes a child is at risk of harm. This includes referrals to external professionals. The childminder also supports children to learn how they can keep themselves safe. This includes having discussions with them about their own 'privacy'. The childminder undertakes risk assessments to ensure the environment is safe for children. She also finds out children's medical and dietary requirements before they start so she can cater to their needs.

What does the setting need to do to improve?

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

- strengthen teaching practice to support children to learn the specific skills they

need as they play

- create more opportunities for children to learn how they can overcome their own conflicts and help them to recognise how to behave appropriately.

Setting details

Unique reference number	EY461702
Local authority	Telford & Wrekin
Inspection number	10236157
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	6
Number of children on roll	12
Date of previous inspection	10 October 2016

Information about this early years setting

The childminder registered in 2013 and lives in Telford. She operates all year round, from 8am to 6pm, Monday to Friday, excluding bank holidays and Christmas holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Louise Chinyuku

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 setting and discussed how they ensure it is safe and suitable.
- The childminder talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children and viewed feedback from parents and took account of their views.
- The inspector observed the interactions between the childminder and children.

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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