

Childminder report

Inspection date: 7 February 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children's early education is well-supported in the care of this experienced and knowledgeable childminder. They play safely in the childminder's home. Children thoroughly enjoy the time they spend with the childminder and have formed close bonds with her. Together, they laugh and giggle as they play peekaboo. They relish the warm praise and encouragement that the childminder offers them.

The childminder has high expectations of children's behaviour. She provides them with consistent messages to help them to understand the rules and boundaries. For example, to support them with routines relating to sleep time and during meals. Young children develop good social skills and use their friends' names to gain their attention and invite them into their play. They learn to share and take turns as they play with toy cars together.

Children progress well with their communication skills. Two-year-old children listen attentively to what the childminder says and attempt to copy words that she models for them. The childminder provides children with purposefully chosen words that specifically support their language skills, such as 'up', 'down' and 'round' as children push beads along a track. Children thoroughly enjoy the opportunity to share books with the childminder. They practise their developing language skills as they read a book to themselves and turn the pages.

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

- The childminder has a strong understanding about child development. For example, she supports their communication development skilfully. This includes having a specific focus on helping two-year-old children to practise a range of sounds that support their language skills. The childminder's curriculum for younger children is well-planned. However, she does not identify precisely the sequence of knowledge and skills that older children need to gain to challenge them fully in their learning.
- The childminder continually observes children's play and analyses this information skilfully to determine what children already know and can do. Overall, she plans well for their learning. For example, she recognises when children need further support to strengthen their hand muscles and understanding of colours. She plans thoughtful learning experiences to support this.
- The childminder is keen to extend her knowledge and skills further and engages in professional development. Recent training helped her to review her provision for children's outdoor learning and identify where she can make further enhancements.
- Parent partnerships are strong. The childminder works closely with parents to

ensure that she has in-depth information about children's achievements and needs. Parents say that the childminder is 'amazing', and how their children love to attend the setting. They comment on the good progress that their children make because of her support.

- The childminder recognises the importance of working in partnership with other settings where the children also attend. She exchanges information with them regularly to help provide continuity for children's care and learning.
- Children make confident choices about what they want to play and where to play. They fetch their coats as an indication to the childminder that they wish to play outdoors. The childminder has a safe and secure garden with a range of learning opportunities that support children well. For example, children send cars down a pipe and know that they will emerge from the other end, then go to fetch them. The childminder provides children with opportunities to develop their large physical movements, such as learning to use pedals and push themselves along on a scooter.
- The childminder provides younger children with good opportunities to solve problems and to develop their thinking skills. She is a skilled teacher and uses a range of effective methods to extend their learning, such as explaining and modelling. Children concentrate well as they work out how to solve a shape-sorter puzzle.
- The childminder supports children's health well. Children develop their understanding of making healthy food choices and about good hygiene routines. They benefit from plenty of opportunities to be physically active. The childminder encourages children to be independent and to manage their own needs.
- Children learn about the cultural diversity and the wider world. The childminder sensitively helps children to celebrate their own uniqueness, including the similarities and differences they have with others. Children learn about the communities beyond their immediate experiences and the various ways that people celebrate.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed effective risk assessment and taken appropriate steps to ensure that her premises are safe and secure. She understands the online risks to children and has effective measures in place to help keep them safe. The childminder has a secure understanding of safeguarding children. She knows potential signs and symptoms that may indicate that a child is at risk of harm. She knows the local safeguarding partnership process for reporting concerns including allegations about an adult. The childminder understands the necessity of keeping Ofsted informed about changes to her household to allow the suitability checks to be completed.

What does the setting need to do to improve?

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

- give further consideration to the curriculum for older children, to identify where their learning can be extended to provide them with even greater challenge.

Setting details

Unique reference number	EY479275
Local authority	Shropshire
Inspection number	10254610
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	16
Date of previous inspection	24 August 2022

Information about this early years setting

The childminder registered in 2014 and lives in the Ludlow area of Shropshire. She operates from 7.30am until 6.00pm, Monday to Friday, all year round, except bank holidays and family holidays. She holds an early years qualification at level 3. The childminder is eligible to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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