

Childminder report

Inspection date:

4 September 2019

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

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder provides children with a stimulating learning environment indoors and outdoors. Children are motivated to learn. They acquire a good range of useful skills and a positive attitude to learning. They make good progress and are well prepared for when they start school. The childminder provides children with a broad and varied curriculum that captivates their interest. Children investigate the components of various household appliances. They safely use tools to disassemble old laptops and are fascinated when they find that they contain magnets. The childminder and his assistants provide children with many opportunities to learn about healthy lifestyles. Children learn about the importance of brushing their teeth, good hygiene routines and what contributes to a healthy diet. The childminder and his assistants provide a safe and welcoming environment. Children form close bonds with them and enjoy involving them in their play. The childminder and his assistants are good role models and manage children's behaviour calmly and effectively. They help children learn to share and to be kind to others. Children have good opportunities to develop their social skills and learn about their local community. For example, they enjoy visiting elderly residents at a care home. The childminder helps children to develop an awareness of cultures beyond their immediate experience, such as the different types of food people eat.

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

- The childminder understands the importance of keeping his knowledge and skills up to date. For example, he has professional discussions with other childminders to continue to develop and enhance his practice. Recent training has helped him to identify how he can extend even further the opportunities for children who prefer to play and learn outdoors. Children enjoy opportunities to learn about the natural world, such as using their senses to respond to the environment. They learn about the risks associated with fire and how to ensure their safety, and that of others, when they help to cook outdoors.
- The childminder works closely with parents and keeps them well informed about their children's progress. He gives them ideas to help to support children's continued learning at home. The childminder knows children and their individual interests well and overall, plans well for their learning. He makes accurate assessments of children's development. However, he does not consistently use this information precisely enough to identify ways to challenge children's learning as fully as possible.
- The childminder provides good support for his assistants to ensure they have a clear understanding of their roles and responsibilities, and to help them to further develop their practice. He works closely with his co-childminder to reflect effectively on the service they provide and to identify further areas for development.

- Children work well together to explore their design ideas. They concentrate well as they build a 'water system' with drainpipes to channel water into a desired location. They make decisions confidently. However, on occasions, the childminder and his assistants provide children with too much guidance, which slightly limits the opportunities for them to solve problems for themselves.
- The childminder and his assistants support children's communication and language development skilfully. Children eagerly join in with familiar songs and rhymes. Babies practise their sounds and copy words they hear. Older children express their ideas, showing a good understanding of the language they use. They listen with interest to stories and develop their early literacy skills. The childminder plans well for children's physical development to ensure that children benefit from many opportunities to practise their large- and small-muscle movements. Older children run around energetically and enjoy adventurous play, such as climbing and balancing. Babies concentrate well as they use spoons to fill containers with lentils. They decide to pour out the contents when the container becomes full, showing their awareness of volume. The childminder further helps children explore their mathematical understanding. He teaches them about how time can be measured and how to count and use positional language.
- The childminder makes good use of opportunities to help children explore their understanding of emotions. Children challenge themselves to hide in a dark space and the childminder helps them to explore how they feel about this. They learn how to manage feelings, such as frustration.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and his assistants have a good understanding of safeguarding matters and know how to identify concerns about a child's welfare. They understand the procedures to follow if they have concerns and know how to seek advice. The childminder follows safe recruitment processes to check the suitability of the assistants. The childminder and his assistants understand the importance of reporting any concerns about the conduct of colleagues. The childminder ensures that children can play safely and makes careful risk assessments of his home and places they visit.

What does the setting need to do to improve?

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

- refine children's assessment information to identify more precisely how to support their individual learning and help them to make the best possible progress
- recognise when children need more time to solve problems and to develop their

thinking skills even further.

Setting details

Unique reference number	EY248397
Local authority	Shropshire
Inspection number	10116037
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 13
Total number of places	18
Number of children on roll	40
Date of previous inspection	8 October 2013

Information about this early years setting

The childminder registered in 2002 and lives in Church Stretton, Shropshire. He operates all year round from 7am to 7pm, Monday to Friday. The childminder provides funded early education for three-year-old children. He works with a co-childminder and assistants. The childminder holds an early years qualification at level 3 and all other staff are qualified at level 2 or 3.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The inspector completed a 'learning walk' with the childminder across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector carried out joint observations with the childminder.
- The inspector held discussions with the childminder, staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of documents, including evidence of staff suitability and training.

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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