

Childminder report

Inspection date:

25 February 2020

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 creates a warm and welcoming home for children to attend. Overall, toys and resources cover the seven areas of learning and, in the main, are inviting and stimulating. Older children make independent choices about what they want to play with. The childminder understands how to use children's interests to encourage them to learn more. Babies develop their motor skills as they access a range of musical toys. Older children have opportunities to develop their imaginative skills using construction bricks. Children make good progress in their learning and development. The childminder continually talks to the children. She describes what they are doing and introduces new words to help increase their vocabulary.

Children behave well and respond positively to the childminder and each other. For example, they share and take turns and play alongside each other very well. The childminder provides children with clear and consistent behavioural expectations, so they understand the difference between right and wrong, and avoid conflict and disputes. Children have formed strong relationships with the childminder and demonstrate that they are emotionally secure. For instance, babies smile as they arrive at the provision, separate well from carers and settle instantly with the childminder.

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

- The childminder knows how to support children's language and communication skills. For example, she responds sensitively to children's attempts to communicate and encourages them to experiment with new words and sounds. Younger children excitedly explore through their senses. The childminder extends their enjoyment effectively as she encourages them to listen to the sounds they make with the drumstick on metal pans. She provides children with a wide range of media and materials to experiment with through sensory exploration.
- Younger children enjoy investigating and exploring books as they begin to learn that print carries meaning. Children snuggle up with the childminder and share their favourite stories. The childminder makes stories come to life as she reads with the children.
- The childminder is reflective and committed to making continuous improvements to enhance the quality of provision for children. For example, she is very keen to pursue her own professional development even further to extend her skills and knowledge.
- The childminder adopts a flexible and sensitive approach when settling in babies, such as ensuring they have their favourite comfort item nearby. She responds well to children's needs, such as when they cuddle up to go to sleep. All children

are happy and demonstrate a positive attitude towards one another.

- Children are very confident and relaxed in the childminder's care. They are inquisitive and keen to explore and learn. For example, babies shriek with excitement as they investigate interesting objects using their senses. They practise their physical skills by letting go of furniture and standing and taking short steps, knowing that the childminder is close by to offer support.
- The location of the childminder's home enables children to develop a wealth of knowledge, language, awe and wonder about the natural world around them as they engage with the neighbouring farm and nearby countryside and woodlands. The childminder uses her own spacious garden to plant and grow vegetables and fruits with the children.
- The childminder observes children regularly and assesses their individual learning needs. Overall, she uses this information well to plan and provide a broad range of activities. However, the childminder could make better use of the indoor space and resources available to children, particularly to allow babies more opportunity to explore freely and practise their early movement skills.
- Parents speak very highly of the childminder and state that their children have made good progress in their development. The childminder shares daily information and ongoing assessments with parents. She finds out about children's home routines when they start to attend, which supports continuity in care. However, initial information gathered is lacking in detail to help her build fully on children's foundations.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the importance of keeping her knowledge of child protection and safeguarding up to date. She is able to recognise the main signs of abuse and neglect. The childminder undertakes regular training and has a secure understanding of wider safeguarding concerns, such as indicators of child exploitation. She receives updates from the local authority to ensure she has the correct contact details in case she needs support or to make a referral. The childminder knows how to identify and minimise any risks or hazards immediately to keep children safe.

What does the setting need to do to improve?

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

- make better use of the available space and resources, to give younger children space to play with their chosen activity
- use the information gained from parents about children's learning needs when they first start, in order to help establish accurate starting points and further support initial planning.

Setting details

Unique reference number	EY384895
Local authority	Shropshire
Inspection number	10071039
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	24 March 2015

Information about this early years setting

The childminder registered in 2008. She lives in Welshampton, Shropshire. The childminder operates all year round, from 7.30am to 6.15pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Beverley Devlin

Inspection activities

- The inspector carried out a learning walk with the childminder across the areas of her home used for childminding. They discussed the learning environment and how the curriculum is organised.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector and the childminder observed and evaluated an activity.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback.

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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