

# Childminder report

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Inspection date:

3 March 2020

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Outstanding

## What is it like to attend this early years setting?

### This provision meets requirements

Children say they like coming to the childminder's home and describe her as 'nice' and 'understanding'. Children who have recently started to attend have settled in quickly. They enjoy playing with a range of different toys and equipment. Children's behaviour is good. The childminder works closely with staff at the school children attend to help manage children's behaviour consistently between her setting and school. Children share a nutcracker to take turns to crack different nuts to eat for their snack. Children persevere to find solutions to problems. When they struggle to crack nuts children use alternative methods. Children carefully hit the nuts with a hammer to remove the shell. They listen carefully to the childminder and follow safety rules to hold the hammer at the end of the handle. This helps to protect themselves and others from harm. Children's confidence is fostered by the childminder. She encourages children to perform the songs they have written in front of others. The childminder helps children to develop an understanding of different values. During a recent general election, the childminder took children to the local polling station to help them learn about voting and the value of democracy.

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

- The childminder works closely with staff at the school children attend to support children's development of skills and knowledge. The childminder helps children to develop their speaking skills to pronounce letters and words correctly. This helps to contribute towards closing gaps in children's learning at school. The childminder uses skills gained from training to model how to say the sound of letters.
- Many of the children who attend have previously attended the local pre-school where the childminder also works. She gathers information from the pre-school about children's knowledge, skills and interests. However, when children start who have not attended the pre-school, the childminder does not quickly gather information from parents. This means the childminder has less knowledge of these children's interests and skills, to precisely support children's play experiences from the outset.
- The childminder keeps parents up to date on their children's achievements. She shares photographs of children completing activities, such as clambering up a climbing wall, and allows children to take home their creations.
- The childminder helps children to gain a strong understanding of healthy lifestyles. She explains to children what food is nutritious, such as nuts, which are full of protein to help make them strong. The childminder promotes children's good hygiene. She encourages children to wash their hands before they handle food. The childminder reminds children of guidelines for washing

their hands for a sufficient amount of time. Children sing 'Happy Birthday' twice during handwashing to help prevent the spread of infection.

- Children enjoy recording their own achievements and experiences at the childminder's. They glue photographs in a diary and record what they have done. For example, children write in their diary about making rat puppets as part of the recent activities for Chinese New Year.
- The childminder self-evaluates her practice and identifies ways to develop the service she provides. She gathers the views of parents and children. The childminder has used their feedback to help adapt the daily routines, to give children more time to play outside.
- The childminder is passionate about helping children to gain valuable skills for the future. Each day, she cooks with children to help them learn how to make a range of things to eat, such as samosas. Children learn how to combine ingredients to make pastry. They operate different equipment to roll out their pastry and then fold the pastry into a triangle shape.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder helps children to learn how to keep safe. She builds on their understanding of online safety from school. The childminder provides children with opportunities to play games that teach them about the potential risks of the internet. The childminder has completed safeguarding training. She knows how to identify and report concerns about children's welfare, including those drawn into exploitation. The childminder knows the procedures for managing allegations against those living in the household. She is aware of recent changes to safeguarding legislation and local changes to the safeguarding partnership.

## Setting details

<b>Unique reference number</b>	223790
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10115938
<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>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	2 July 2014

## Information about this early years setting

The childminder registered in 1992 and lives in Bucknell, Shropshire. The childminder provides holiday and before- and after-school care. She holds a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Scott Thomas-White

### Inspection activities

- The inspector observed a range of activities and evaluated one activity with the childminder.
- The inspector viewed all areas of the childminder's home used by children. He discussed with the childminder the activities she provides and her daily routines.
- The inspector held a number of discussions with the childminder. He looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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