

Childminder report

Inspection date: 28 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not Met (with actions)

What is it like to attend this early years setting?

The provision is good

Children giggle as they look with the childminder in the mirror at themselves and talk about their unique facial features. Together, they discuss and explore a range of emotions in the mirror, using exaggerated expressions. Children begin to learn the vocabulary needed to describe their emotions. With encouragement and praise from the childminder, children attempt to draw their own faces and those of their family members. Children snuggle up to the childminder as she reads them a story. They listen attentively and participate fully when they are asked to find objects and to feel the different textures on each page.

Children are very fond of the childminder's family cat. They know how to approach, pet and play with the cat appropriately. This helps children learn to respect and understand animals. Children experience a sense of adventure in the garden. Under close supervision, they climb up onto the pirate den, use the real binoculars and then zoom down the slide. Children are confident, happy and interact freely and enthusiastically with the childminder and visitors about what they are doing.

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

- The childminder regularly explores a range of early years websites and frequently links with local childminders, allowing her to discuss practice matters and consider new ideas. This, along with welcoming any suggestions from parents, helps her to adapt and improve the overall quality of her setting.
- The childminder constructs an exciting curriculum that successfully promotes children's learning across all areas. The childminder uses her observations and assessments of children's learning well to plan activities and experiences that build on what children know and can do. She provides children with plenty of space and a wide range of accessible toys that interest them and encourage them to learn.
- Children enjoy sensory activities in the garden, such as sand, water and mud play. The childminder also regularly takes them to the local outdoor playground. Use of the equipment there helps children learn to take manageable risks and experience challenge in their play.
- The childminder helps children to understand about the diversity of people and to develop positive relationships within their community. She regularly takes children to the local toddler groups where they enjoy art and craft activities. Additionally, she walks with the children to and from school each day. This provides them with daily fresh air and exercise. This also helps the younger children to familiarise themselves with the school environment.
- The childminder carries out thorough risk assessment of her home, her garden and any outings, so that any hazards are swiftly identified and addressed. She consistently supervises children to make sure they are safe and secure.

- The childminder has a strong awareness of the importance of encouraging children to develop secure emotional attachments, and understands how to do this. She values each child's uniqueness and this helps children to build and develop a high self-esteem. The childminder is a good role model and offers gentle age-appropriate reminders to help children understand how to behave. She provides children with healthy meals and snacks and tooth-friendly drinks to promote their overall growth and development. The childminder fully understands how to promote and practise good infection prevention and control procedures.
- The childminder successfully works in partnership with parents. She enhances parents' understanding about how their child's learning can be best supported at home. For instance, through discussion, the sharing of photographs and information about children's progress. However, she does not always share enough information with other settings that children attend to promote further consistency and continuity in their learning.
- The childminder uses a range of effective strategies that encourage children to develop their language skills. For instance, she uses commentary and asks children questions as they play. However, on occasions, the childminder does not give children enough opportunities to develop their thinking or to express their own ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibility to safeguard children. She knows how to identify families who would benefit from additional help to keep their child healthy and safe. She understands how to help make sure that these families receive expert advice and support when necessary. The childminder has attended safeguarding training. She has a good knowledge of the possible signs of abuse or neglect, including child exploitation and domestic violence. The childminder has completed recent paediatric first-aid training. This provides her with the knowledge and skills required to effectively administer first aid in an emergency.

What does the setting need to do to improve?

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

- strengthen partnership working with all other settings that children attend, to provide a more consistent approach to children's care and learning
- encourage younger children to talk and express themselves, so that their language and communication skills are fully enhanced throughout the day.

Setting details

Unique reference number	EY468050
Local authority	Shropshire
Inspection number	10193698
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	2 to 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	8 January 2018

Information about this early years setting

The childminder registered in 2014. She lives in Shifnal, Shropshire. The childminder operates Monday to Friday, term time only, from 7.30am until 6pm.

Information about this inspection

Inspector
Linda Yates

Inspection activities

- This is the first routine inspection the childminder has received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic on the childminder's setting and has taken this into account in her evaluation of the setting.
- A tour of the childminder's home was completed to make sure all areas used by children are safe.
- The inspector and the childminder completed a learning walk to understand how the curriculum is organised.
- The inspector held discussions with the childminder and evaluated how well she assesses children's progress and plans for the next steps in their learning. A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living or working in the household.
- The inspector held conversations with children during the inspection.

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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