

Childminder report

Inspection date: 22 August 2022

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

The provision is good

Children thoroughly enjoy the company of this warm, kind and sensitive childminder. When children arrive feeling unsure, he distracts them by taking them outdoors to feed the family chickens. This helps children to settle in happily and build their confidence in order to feel safe.

The childminder is enthusiastic about playing with children. In turn, children become eager to get involved in the activities he provides. They show high levels of concentration as they use different tools to transport sand around a large outdoor area. The childminder promotes their coordination skills well. He encourages them to scoop sand into smaller muffin trays as they express their imaginative skills by pretending to make 'sandy cakes'. The childminder extends children's problem-solving skills as he allows them to explore what happens when they add water to the sand.

The childminder responds well to children's interests. He provides children with a variety of different mark-making tools when they request to draw. The childminder skilfully builds on children's learning by helping them to identify different colours. He offers lots of praise when children select the correct colours, which keeps them motivated. The childminder joins in alongside children and draws different shapes. He explains to children the different names for the shapes he draws, which promotes their early mathematical skills.

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

- The childminder has a secure understanding of what he wants to teach children while they attend. He is passionate about providing children with unique experiences that help them to learn about themselves and how to keep safe. Children enjoy regular outings, both in the community and further afield, such as to the seaside. These give them knowledge about the world they live in.
- The childminder regularly assesses children's development to identify what he wants to teach children next. He provides children with challenging and exciting experiences to help them to achieve this. The childminder understands how to obtain support for children with special educational needs and/or disabilities. This means that all children are supported to make good progress in their learning and development.
- The childminder sets out clear expectations for children's behaviour. When they pretend to play hairdressers with dolls, he takes the opportunity to explain why they cannot cut their own hair. The childminder's clear explanations help children to understand how to behave appropriately to keep themselves safe.
- The childminder supports children to lead a healthy lifestyle. Before children eat, he takes them to wash their hands and talks about why they need to do this.

The childminder provides children with varied, nutritious snacks and meals. He ensures children access the outdoor environment regularly for fresh air and exercise. This promotes children's good health.

- The childminder continuously talks to children, which has resulted in him forming secure relationships with them. He listens attentively to children and is interested in what they have to say. The childminder regularly questions children and models new words to them. However, on occasions, he does not explain the concepts of words to children so they are able to understand these and use them independently.
- Parents give positive feedback about the service that the childminder provides. For example, they state that children enjoy attending and love the broad range of resources and experiences he offers. Parents report that the childminder provides regular feedback about their children's care and learning, which supports them to continue this learning at home.
- The childminder is committed to building on his knowledge and skills even further. Since the last inspection, he has completed an array of training courses to enhance his already good teaching skills. This enables him to continuously provide children with high-quality teaching and learning experiences.
- The childminder uses self-evaluation well to continuously improve the quality of service provided to children. He gathers the views of children by listening to their interests and creates experiences to extend on these. For example, the childminder has developed a large, outdoor climbing structure to support children's physical skills. Based on children's requests, he has added a seating area and a course to roll marbles down, so they continue to enjoy the exciting learning environment he offers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has undertaken various training courses to keep his knowledge of safeguarding issues up to date. He has a sound understanding of signs that could indicate a child could be at risk of abuse or harm. This includes signs that could mean a child is being exposed to radicalised or extreme views. The childminder knows how to report any concerns about children's well-being to other agencies in a timely manner. He understands the correct procedures to follow if an allegation is made against him or another adult. The childminder uses risk assessment purposefully to minimise any potential risks to children's safety.

What does the setting need to do to improve?

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

- extend the support for children's communication and language skills so they develop and use a broader range of vocabulary independently.

Setting details

Unique reference number	259036
Local authority	Shropshire
Inspection number	10220273
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 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	1 February 2018

Information about this early years setting

The childminder registered in 2001. He lives in Oswestry, Shrewsbury and works alongside another childminder. The childminder works Monday to Friday, from 7am until 6pm, all year round, except for family holidays and bank holidays.

Information about this inspection

Inspector

Lisa Bennett

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The childminder and the inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- The inspector took account of parents' views on the setting.
- The inspector observed the quality of teaching and interactions indoors and outdoors to assess the impact of this on children's learning.
- The inspector held discussions with the childminder at appropriate times and looked at relevant documentation and evidence of suitability.

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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