

# Childminder report

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Inspection date: 23 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

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

### The provision is good

Children are remarkably happy and feel safe and secure. They benefit greatly from familiar routines. For example, they spontaneously sit down in preparation for snack time. Children develop strong independence from an early age. They flourish within a calm atmosphere because there is no pressure to rush or make choices quickly. Children have ample time to practise new skills, such as handwashing. The childminder is kind and patient. She responds positively to children's changing desires, for example when children cannot fully decide which role play outfit to wear. The childminder is highly skilled to interpret young children's wants and needs. For example, when children say 'eeyore', she finds the puppet donkey to further enhance their play.

Children are highly motivated and eager to learn. They constantly demonstrate outstanding attitudes for learning. For example, young children fully submerge in a sensory activity which significantly enhances their gross-motor skills. They independently select paints, chalks and crayons and express themselves through mark making and mixing.

Children develop beautiful friendships with their peers. Older children are excellent role models to younger children. They truly inspire learning. For example, they show children how to print with their hands. This encourages younger children to copy actions and enhance their sensory experiences. Young children enjoy painting their peer's hand and together they laugh. Children are extremely polite and confident in social situations. For example, young children wave 'goodnight' before they go to sleep.

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

- The childminder works in partnership with another childminder. Together, they plan what children need to learn and ensure experiences are purposeful. For example, the childminder borrowed a small-world hospital from the local library to encourage conversations with children about their worries and experiences of hospital. As a result, children's emotional security was significantly enhanced.
- Observations and assessments help to identify gaps in children's development. The childminder, who is also the lead special educational needs coordinator, liaises effectively with her co-minder to ensure children's learning is achievable. She networks with other professionals to share ideas for good practice. This actively contributes to her continuous professional development.
- Children highly benefit from a broad and exciting curriculum. They partake in weekly trips where they meet other minded children. Together, they explore wooded areas and learn about nature and risks in a safe environment. The childminder invests in a variety of memberships to ensure children visit different

places. As a result, children attend unique outings where they learn about tractors and feed the lambs at the farm.

- During the COVID-19 pandemic, the childminder adapted the curriculum to ensure children continued to receive a high-quality education. Government restrictions meant routine outings had to stop. Therefore, more learning took place in the garden. Outdoors, children partake in birdwatching projects and they learn to care for the childminder's pet tortoise, for example by ensuring it has healthy food.
- Children's positive behaviours are of utmost priority. The childminder has high expectations of children. She works extremely hard to remind young children to say 'please' and 'thank you'. As a result, children are extremely confident and self-assured. They verbally practise their manners alongside sign language to strengthen their developing communication skills using alternative forms of communication.
- Teaching highly motivates children to learn and repeat new words. For example, young children spontaneously rehearse new-found words during independent play. On occasion, vocabulary given to children is not said correctly. For example, the childminder says 'doggy' instead of dog. This slightly hinders children's understanding of words, especially those children with speech and language delays.
- Parents offer the highest of praise for the childminder. They say that children are seen as 'unique' and that, 'Huge effort is made to educate children through interactive play.' Parents identify the 'broad range of activities on offer'. However, parents do not receive specific support to enhance their children's learning at home to ensure children make rapid progress from their starting points.
- Children display wonderful attachments with the childminder. The childminder is extremely flexible in her practice to ensure children's well-being and independence are promoted from the moment they join. This positively contributes to children settling well. For example, children are not restricted by a specific number of settling-in sessions. They are given time to explore and adapt to their new environment. This includes children who attend wraparound care.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is of a high priority. The childminder puts strong emphasis on teaching children to keep themselves safe, for example by learning about road safety when out on a school run and the dangers of water when near lakes. The childminder has secure knowledge of different types of abuse and key indicators for concern. She knows the correct procedures to follow should she have concerns about children's welfare. The childminder understands that a change in children's character or behaviour would be a concern. The childminder has a secure knowledge of radicalisation and extremism. She is confident to whistle-blow should she have concerns about the childminder she works with.

## **What does the setting need to do to improve?**

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

- build on the already strong teaching to consistently model newly introduced vocabulary correctly to children to enhance children's language development further
- provide parents with ideas and suggestions to help them to further support children's ongoing learning and development at home.

## Setting details

<b>Unique reference number</b>	223740
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10249550
<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>	0 to 10
<b>Total number of places</b>	3
<b>Number of children on roll</b>	20
<b>Date of previous inspection</b>	11 April 2017

## Information about this early years setting

The childminder registered in 1991 and lives in Shrewsbury, Shropshire. She works with a co-childminder. The childminder holds an appropriate early years qualification at level 3. The childminding provision operates all year round from 7.30am to 6pm, Monday to Thursday and 7.30am to 5.30pm on Friday, except for bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Mikaela Stallard

## 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.
- The inspector discussed the curriculum intent with the childminder at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder of the co-childminder.
- The inspector observed the interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. The views of parents were considered by the inspector, through verbal discussions and emails.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household and safeguarding policies.

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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