

Childminder report

Inspection date: 5 October 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

The childminder provides a homely and nurturing environment. Children have strong bonds with the childminder. They play well together and go to the childminder for comfort and cuddles during the day. As a result, children feel happy, safe and secure. Children benefit from the full use of the childminder's home, where children confidently access the toys and resources independently. Children are motivated to learn and lead their own play. The childminder skilfully supports the children to extend their learning.

Children enjoy looking at books with the childminder. She helps children to develop their communication, language and literacy skills. For example, she reads stories to the children and listens to children's comments. The childminder questions children effectively. They talk about what they can see, eagerly pointing out pictures. This supports children to extend their communication skills.

Children benefit from a wide variety of learning experiences in the home and visits around the local community. The childminder ensures that children gain an understanding of celebrations and festivals throughout the year. For example, children create Diwali and Bonfire Night pictures, and the childminder displays their work for children to recall their learning. This helps children to gain knowledge about the wider world. The childminder occasionally works with an assistant to support her work when required.

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

- The childminder has a good understanding of child development and knows the children's needs well. She observes and assesses children's development and progress. This helps the childminder to understand what children know and can do. The childminder supports the children's next steps effectively.
- The childminder plans activities based around the children's individual interests and ensures that children are meeting their developmental targets. However, the childminder does not consistently ensure that some activities are purposefully planned. As a result, children lose focus during some activities.
- Children have a keen interest in transport and vehicles. The childminder creates opportunities for children to extend their understanding of transport by riding the bus, watching trains and looking at vehicles during short walks on the school run. As a result, children gain knowledge about how things move and use small-world cars and trucks to extend their learning.
- Partnerships with parents are strong. Parents comment on the childminder's welcoming and professional attitude to work. Parents state that she is kind and caring and that their children enjoy spending time with the childminder. Parents report that the childminder treats the children like her own children, and they

know that their children are happy and safe in her care. The childminder has a good understanding of the impact of the COVID-19 pandemic. She has reviewed her practice and ensures that parents are well informed of any changes to her routines.

- Children are independent and use the toilet with ease, and they regularly wash their hands after using the toilet, before meals and after messy play activities. Children can dress and undress themselves after water play. The childminder skilfully encourages children to undo small buttons. When a child competently achieves this, she praises them with 'high fives' and says 'well done'. Children eat healthy meals and snacks. The childminder ensures that parents provide healthy packed lunches. She encourages parents to provide lunch boxes with a variety of healthy foods for children to eat.
- The childminder works hard to maintain and identify her own training needs, and she undertakes training as required. The childminder has recently completed training in domestic violence to help to maintain her safeguarding knowledge.
- Children are relaxed, calm and very well behaved in the childminder's care. Children are helpful and assist the childminder to tidy up after play.
- The childminder supports children with special educational needs and/or disabilities. She works with other professionals to share information and help children make progress.
- Children enjoy regular outings to the local parks and church playgroups, visit a nearby castle and build their physical skills by climbing trees in large spaces. These experiences increase children's opportunities to develop their social skills and interaction with others.
- The childminder collects older children from the local school. However, she has not yet built partnerships with staff at the local nursery to share information about the learning and development of children.
- The childminder is aware of monitoring her assistant's practice to ensure that they have knowledge of children's safety.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge of safeguarding. She is aware of the possible signs and symptoms that could indicate a child is at risk of harm. The childminder confidently explains what she would do in a range of safeguarding scenarios. She has full understanding of the procedures to follow to report any concerns regarding children or her suitability. The childminder is alert to wider guidance and legislation, such as guidance regarding radicalisation and extremist behaviour. She undertakes safeguarding training to keep herself up to date. Children are supervised well. The childminder regularly risk assesses her home and equipment to ensure they are free from hazards.

What does the setting need to do to improve?

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

- strengthen links with staff at other settings that children attend to share children's development, learning and progress
- refine the planning of activities to ensure that they have a purpose, for children to have a clear understanding of the activity.

Setting details

Unique reference number	EY320709
Local authority	Shropshire
Inspection number	10234991
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	11 November 2016

Information about this early years setting

The childminder registered in 2006 and lives in Bridgnorth, Shropshire. She operates her provision all year round, from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She works with an assistant on occasion. The childminder offers funded education for three-year-old children.

Information about this inspection

Inspector

Maryanne Hepburn-Bean

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector her premises and discussed the safety and suitability of her home.
- The inspector completed a learning walk with the childminder to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector took account of the parents' views during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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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