

Childminder report

Inspection date: 19 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and show high levels of emotional well-being. They demonstrate that they feel safe and secure in the inclusive, warm and welcoming environment. They display good speaking and listening skills and engage effectively in conversations with the childminder and her assistants, who listen with interest and value what they have to say. Children are confident to follow instructions and their behaviour is good.

Children have frequent opportunities to make marks, write and draw. For example, they are encouraged to write the date on the eggs they collect from the hens each day, and some children proudly write their names on the eggs. On arrival at the setting, children find their own names in the basket and photos of themselves to self-register. They excitedly look at the photos to see which of their friends are here today.

The childminder has high expectations for children's independence skills. She supports children to develop skills for their own personal needs, such as putting on their waterproof suits and wellingtons before they go outside. They wash and dry their hands thoroughly and pour their own water into beakers during the day. The childminder and her assistants celebrate children's efforts and achievements with praise throughout the day. All children make good progress and are well prepared for the next stage in their education.

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

- The childminder knows the children she cares for well and confidently describes what children already know, understand and can do. She regularly assesses children's learning and plans activities to help them to make progress across all areas of learning.
- The childminder and her assistants introduce unfamiliar words to extend children's learning. For example, during group times, they ask who knows what an 'orchestra' is. They then carefully explain that they are going to be an orchestra when they use the musical instruments together. Children choose from a range of wooden percussion instruments, brass cymbals or a full-size drum kit. They enjoy how stories are brought to life when the assistant plays thematic tunes on the keyboard.
- There is a very strong focus on learning about the natural world. Children enjoy the daily routine to feed the childminder's rescued animals. They speak animatedly about the animals they feed and what each animal likes to eat. They enjoy imitating the sounds the animals make and very proudly share with visitors the sound a male duck makes.
- The childminder increases children's awareness of diversity through providing

multicultural resources and learning about some religious and cultural festivals. For instance, children have been learning about Michaelmas and how this festival is associated with the equinox and the beginning of autumn. Children thoroughly enjoy making and tasting their 'dragon bread'. The childminder prepares children well for life in modern Britain.

- The childminder and her assistants use good methods to support children's communication and language skills. Children take part in lots of singing and dancing activities, and they enjoy books and stories. However, the childminder and her assistant do not consistently implement their plans for what the youngest children need to learn next during activities. For example, they occasionally plan group activities which are more focused on older children's learning.
- Children eat healthy, home-cooked meals. The childminder teaches children about making healthy choices and leading healthy lifestyles. Children visit her allotment every day and search for fruits and vegetables that are ready to be collected. For example, children learn to identify the ripe tomatoes by colour.
- Partnerships with parents are strong. Parents report their children love the full days of adventure and fun the childminder provides. They comment that they are kept updated and involved in their child's ongoing progress and learning. This gives children consistent support between home and the childminder's setting.
- The childminder demonstrates a real passion for providing children with the best possible opportunities and experiences. She supervises her assistants, and together, they regularly reflect on the provision they offer. The childminder seeks the views of children and parents to help her identify changes to her setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong sense of safeguarding the children in her care and ensures that her and her assistants' safeguarding knowledge is up to date. They are confident of the actions to take if they suspect any form of abuse. The childminder and her assistants are aware of the 'Prevent' duty and have undertaken relevant training relating to this. This helps to ensure they understand how to recognise signs relating to radicalisation and extremism. Since her last inspection, the childminder maintains an accurate daily record of the names of the children being cared for and their precise hours of attendance while at the setting.

What does the setting need to do to improve?

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

- enhance the planning of group activities so that they are precisely matched to

the developmental stage of the youngest children.

Setting details

Unique reference number	257232
Local authority	Shropshire
Inspection number	10214107
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 7
Total number of places	18
Number of children on roll	33
Date of previous inspection	26 October 2021

Information about this early years setting

The childminder registered in 1999 and lives in Hinstock, Market Drayton. She operates for 46 weeks each year, from 7.15am to 6pm, Tuesday to Friday, except for bank holidays. The childminder and her two assistants hold appropriate qualifications at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Beverley Devlin

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, her assistant and the children.
- Parents shared their views of the setting with the inspector.
- 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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