

Childminder report

Inspection date: 3 February 2023

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 are happy and secure in the childminder's care. They show warm affection for the childminder. Babies scramble up onto the childminder's knee for physical comfort. Older children and the childminder have a warm rapport. This is demonstrated when they sit next to each other, close their eyes and count, ready to seek out the hidden bears during 'hide and seek'.

The childminder tailors care to children's individual needs. The childminder supports children to settle into her home, to build strong bonds with her and to separate confidently from their parents. Babies attend for several visits with their parents before starting in order to build up a trusting relationship slowly with the childminder and to be confident to explore the environment.

Children's behaviour is good. The childminder gently introduces rules and boundaries to babies. She promotes rules, such as sharing and showing respect for books, for example not to rip them. The childminder responds positively to any minor negative incidents of behaviour, such as when children throw toys. The childminder gently reminds children of the rules and why they should not throw toys.

The childminder promotes children's healthy lifestyles. One example of this is that the childminder promotes children's good oral hygiene. She encourages children to bring in toothbrushes from home to learn how to clean their teeth.

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

- The childminder has developed her own strategies to manage her well-being. To evaluate her workload, the childminder has evaluated any written assessments of children she chooses to complete to provide enough information to benefit parents. This helps parents to support and extend their children's learning at home.
- The childminder uses multiple ways to develop her practice, such as through research and ongoing training. One of the ways she is developing her practice is through enhancing the outdoor provision to provide more open-ended resources. This has come from research to promote the development of children's concentration through more open-ended play.
- The childminder does not tailor activities skilfully enough to support both younger and older children during group activities. While her teaching is strong when providing individual activities to the children, younger children are not included during group activities to enhance their learning further.
- The childminder uses technology as a teaching resource, for instance to show children videos of fairy tales. The childminder watches any content online before

children do and supervises children to help to keep them safe when online.

- The childminder promotes children's physical skills from a young age to help children to develop their independence. For example, she encourages babies to grasp their spoon and feed themselves. The childminder builds on these skills over time through a sequential learning programme. She encourages older children to use scissors suitable for their dominant hand to snip around paper shapes.
- The childminder does not provide information directly to teachers when children first start attending school. She maintains valuable information about children's interests, next steps and progress. Not sharing this information directly with teachers at the local schools does not fully promote continuity for children from the outset of school.
- The childminder proactively promotes respect and tolerance and actively works with parents to tackle any discrimination that children experience outside the setting because of their skin tone. The childminder teaches children that everyone is different, but we can be friends with everyone. The childminder provides positive images throughout her home, such as of children with different abilities, to help to promote children's respect for others further. This helps to prepare children for life in modern Britain.
- The childminder has developed a curriculum focused on fairy tales and centred on books to help the provision to be ambitious for children's communication and language development. The childminder has designed her routines in accordance with her curriculum plans to provide regular story times for children. The childminder has considered her environment in accordance with her curriculum plans. There is an abundance of books to help children to develop a love of reading. The childminder shows a strong ambition through her curriculum for children who are not making the expected progress, especially in their communication and language development. The childminder is ambitious for all children that any adverse impact on their development as a result of the COVID-19 pandemic restrictions is minimised. She has worked hard with parents to close gaps in children's social development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains her knowledge of safeguarding through regular training, such as training on child protection and harmful sexual behaviours. The childminder has a good knowledge of female genital mutilation from her child protection training. She understands local safeguarding referral procedures, including how to report concerns relating to radicalisation and extremism. The childminder understands her responsibility to report any concerns about those living in the household to Ofsted and the designated officer. She takes steps to keep children safe throughout the day, such as by keeping external doors locked.

What does the setting need to do to improve?

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

- share the detailed information known about children's progress and next steps with teachers when children first start school in order to help to promote continuity in their future learning
- enhance the already good teaching to tailor activities to support further the different learning needs of children of different ages and stages of development, specifically during whole-group activities.

Setting details

Unique reference number	223756
Local authority	Shropshire
Inspection number	10262982
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 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	13 April 2017

Information about this early years setting

The childminder was registered in 1989 and lives in Albrighton, Shropshire. She operates all year round from 7.30am to 8pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Scott Thomas-White

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 the premises and discussed how they ensure it is safe and suitable. The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children communicated with the inspector during the inspection. Parents shared their views of the setting with the inspector.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this has had on children's learning.
- 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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