

Childminder report

Inspection date: 10 February 2023

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|--|----------------|
| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

The childminder has high expectations for all children to become effective communicators. She uses a range of successful strategies to promote children's understanding and use of language. For example, the childminder uses speech to describe what the children are doing during their play and everyday routines. Additionally, she uses picture flashcards to build children's vocabulary. Children confidently name most of the pictures and chat about each one. During such times, the childminder encourages the children to say new words and models the correct pronunciation.

Children are deeply engaged and focus for long periods of time. For example, the childminder reads a story to the children about searching for a bear through grass, mud, water, a forest and snow. Children listen intently. They know the story well and join in with repeated words and phrases.

Children enjoy repeatedly releasing the toy excavator and watching it zoom down the slide, laughing each time. They repetitively walk up the small hill in the garden and throw the ball down. During such activities, the childminder introduces basic concepts, such as 'up' and 'down'. Children explore the sand as they dig, pour and scoop it up. They are very happy, self-assured and friendly, and talk with ease to the childminder and visitors.

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

- The childminder understands how to work closely with parents to help children settle in and thrive in her care. She demonstrates a range of effective settling-in techniques that take account of the individual needs of children. Children form strong attachments with the childminder. For example, they regularly climb onto the childminder's lap for a cuddle.
- The childminder has high expectations for children's behaviour. Consequently, children are considerate and respectful and use good manners. For example, children help to tidy away the toys and say 'please' and 'thank you' at appropriate times. The childminder and the children enjoy nutritious meals together in a relaxed and social atmosphere.
- The childminder uses suitable guidance to benchmark children's ongoing achievements across all the areas of learning. She uses this information to plan activities and experiences that challenge children and follow their ever-changing interests. However, there are few opportunities for children to recognise and value their similarities and differences to other people.
- The childminder informs parents about the type of activities and experiences she provides for children through daily chats and the sharing of information and photographs online. This helps parents to support their child's learning at home.

- The childminder has a system for recording children's attendance. However, she only records children's names in her electronic diary, if they do not deviate away from their contracted hours. This is a breach of the requirements as it does not always state what times the children arrive and depart. There is no impact on the children as the childminder knows what their contracted hours are.
- The childminder provides children with regular opportunities to learn to take manageable risks and experience challenge in their play. For example, children regularly visit the local outdoor playground and the indoor soft-play establishment, which allows children to crawl and climb. Additionally, younger children use the small slide and sit-on toys in the childminder's garden.
- The childminder regularly explores a range of early years websites and has developed good links with the local authority advisor. This, along with welcoming any suggestions from parents, helps her to identify ways to improve the overall quality of her setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder checks her home and garden to identify and reduce any possible risks to children. This, and effective risk assessment of all outings outside of the premises helps to keep children safe and well. The childminder has attended safeguarding training and regularly reads the local authority safeguarding partnership's news and updates. She is able to confidently describe the signs and symptoms of abuse and neglect. She knows the procedures she must follow if she has any concerns about a child.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

| | Due date |
|---|------------|
| ensure that an accurate record of children's attendance is kept, showing their arrival and departure times. | 17/02/2023 |

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

- provide children with more opportunities to build on their respect and understanding of the similarities and differences between themselves and others in the wider community.

Setting details

| | |
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| Unique reference number | 2610937 |
| Local authority | Shropshire |
| Inspection number | 10263463 |
| 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 2 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2020 and lives in Alveley, Nr Bridgnorth. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Linda Yates

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 this into account in the evaluation of the setting.
- A tour of the childminders home was completed to make sure all areas used by children are safe.
- The inspector and the childminder completed a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder. The inspector held discussions with the childminder and evaluated how well she assesses children's progress and plans for the next steps in their learning.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living or working in the household.
- The inspector took account of the written views of parents and held conversations with children during the inspection.

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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