

Childminder report

Inspection date: 15 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder has high expectations for children's behaviour. Consequently, children are considerate and respectful. For example, children help to tidy away the toys at appropriate times during the day. Children thoroughly enjoy the childminder's warm and positive interactions with them. They feel relaxed and secure and engage in new experiences.

Children paint with a range of tools, such as paintbrushes, rollers and sponge dabbers. They mix the different-coloured paints together to see what colours they can create. The childminder reads books to the children and uses props to support children's understanding of the story. Children know the stories well and fill in the missing words or phrases. They happily choose books to look at independently. The childminder takes the children to the library and reads a range of books with them. This helps to develop children's love of books. Children enjoy singing familiar songs and do the accompanying actions with plenty of enthusiasm and enjoyment. They confidently lead their own play and demonstrate good listening and attention skills.

Children closely observe the caterpillars in the setting as they change into chrysalises, then emerge as butterflies and then release them outdoors. They enjoy playing in the garden, where they develop their climbing and balancing skills on a range of outdoor toys.

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. Parents state that they are thrilled with how their children have settled in and grown in confidence while being in the childminder's care. The childminder models positive behaviour and provides children with opportunities to identify and understand their feelings.
- The childminder regularly reviews the learning environment and makes any changes required to meet the needs of the children in her care. For example, when she is caring for the pre-school children, she provides lots of opportunities to build on and develop their knowledge of letters and sounds. The childminder provides children with resources that positively reflect the diversity of people in the wider community.
- The childminder uses suitable guidance to monitor children's ongoing achievements across all the areas of learning. However, she does not use the information she gathers from observing children, as effectively as possible, to support them to make rapid progress in their learning.
- The childminder has attended training on how to support children with delayed language skills. She uses an early communication screening tool to identify

delays in children's use and understanding of language, and to help her plan supportive interventions. The childminder uses a range of effective strategies that encourage children to develop their language skills. However, on occasion, the childminder does not give children enough opportunities to develop their thinking or to express their own ideas.

- The childminder regularly takes the children to the local toddler groups. This provides children with opportunities to socialise outside of the childminder's home. The childminder provides children with exciting hands-on experiences that promote their understanding of the world. For example, she regularly takes the children to museums, country parks and the local woods. The childminder provides children with regular opportunities to learn to take manageable risks and experience challenge in their play. For instance children regularly visit the local outdoor playground.
- Parents value the information they receive from the childminder about the types of activities children enjoy and their progress, for example through daily chats and the sharing of photographs and information. This helps parents to support their child's learning at home.
- The childminder helps children to feel at ease about their move to school. For example, teachers visit the childminder's setting to meet and chat with the children who are due to attend school. The childminder is a member of the local childminding network. This provides her with ongoing support and training. The childminder meets regularly with other childminders to share ideas and best practice. This, along with welcoming any suggestions from parents, helps the childminder to continuously evaluate and strengthen her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder conducts effective risk assessments for the house and garden. She continually assesses any risks to children on outings. This helps her to identify and minimise any potential hazards to children. The childminder accurately records any accidents or incidents, and shares this information with parents. The childminder has completed safeguarding training. She is fully aware of the local child protection referral procedures and of the possible signs of abuse or neglect.

What does the setting need to do to improve?

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

- make even better use of the next steps identified for individual children's learning and development and increase the potential for children to make rapid progress
- provide more opportunities for children to express their thoughts, so that their language and communication skills are fully enhanced throughout the day.

Setting details

Unique reference number	EY469728
Local authority	Telford & Wrekin
Inspection number	10264958
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	0 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	30 June 2017

Information about this early years setting

The childminder registered in 2013 and lives in Telford. She operates all year round, from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status. 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 childminder's 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 of the children spoken to 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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