

Childminder report

Inspection date: 28 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 arrive at the setting happy and ready to start their day. They demonstrate that they feel safe and secure with the childminder and her co-childminder. For instance, they are not fazed by visitors. They quickly engage with them and share their stories from home and their impressive imaginations.

Children enjoy a wide range of trips locally and further afield, such as to the beach. They go to parks to extend their physical strength on the play equipment. Children visit farms and National Trust venues to develop their understanding of the world. Their love of nature is inspired during these experiences and time spent in the childminder's garden. They eagerly observe their environment, watching and discussing visiting birds resting in the tree. During trips out, children are supported by the childminder to learn about road safety and where to cross roads safely.

Children's behaviour is good. They know and understand the boundaries and expectations of the setting and respond well to the childminder's clear and consistent approach. Children share toys with their friends and show good manners. Older children are kind and loving to babies.

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

- The childminder and her co-childminder have high expectations for all children. They understand that children arrive at the setting with different starting points. Together, they plan a curriculum that will help to close any gaps in learning and experiences. All children make good progress in their development.
- The childminder collects detailed information about children when they first begin to attend. She then uses this information to plan a wide range of activities to help them make progress across the different areas of learning. However, during some activities, the interests and next steps in learning for the youngest children are not always considered.
- Children can access a wide range of resources. These are available for them to access independently within the play room. Outdoors, the childminder uses her knowledge of each child and their current interests to set out activities and resources she knows they will enjoy. She plans how these activities will support children's next steps in learning.
- The childminder use a range of ways to help children learn about diversity. For example, she helps them to learn about festivals from other cultures. This helps children to value people who are different to themselves, which prepares them well for modern life.
- Children freely access writing materials to help develop their emerging writing skills. They engage regularly in craft activities, which enables children to develop small-muscle skills, as they use different materials and glue sticks. Younger

children use their small-muscle skills to make marks on the patio with chalks and manipulate the play dough with their fingers. These experiences help to support children's early writing skills in preparation for school.

- The childminder engages children in a wide range of rhymes and stories that build on their interests and capture their imagination and enthusiasm for books. Children listen intently to their favourite stories and eagerly answer questions showing their good understanding of the story. The childminder supports children's communication and language skills well.
- Partnerships with parents are effective. Parents are incredibly happy with the care and experiences the childminder provides for their children. They are completely confident in the knowledge that their children are happy, safe and extremely well cared for.
- The childminder and her co-childminder set high standards so that all children make good progress. They reflect on their practice regularly. However, this evaluation does not always involve parents and children or use their feedback to further improve the quality of the provision.
- The childminder places a strong focus on promoting children's independence skills. Children take responsibility for managing their toileting and handwashing routines and putting on their coats. This helps to prepare children for their later transition on to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her co-childminder maintain their mandatory paediatric first-aid and safeguarding training. They know the local authority procedures they must follow should they have any concerns about a child's welfare. The childminder knows the signs and symptoms that may indicate that a child is being abused. She has updated her knowledge regarding the types of abuse that children may be subjected to, such as radicalisation and other forms of abuse that girls or older children are specifically at risk of. The childminder's home and garden are safe and secure. She risk assesses daily to ensure any risks to children within her home are minimised. Older children learn how to identify potential risks when they access the internet.

What does the setting need to do to improve?

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

- adapt planned activities to consistently take into account the abilities and interests of all the children
- strengthen self-evaluation to focus on involving parents and children to improve the quality of the provision even further.

Setting details

Unique reference number	405316
Local authority	Shropshire
Inspection number	10264067
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	22 May 2017

Information about this early years setting

The childminder registered in 2001 and lives in Craven Arms, Shropshire. She operates all year round, from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder. She holds an early years qualification at level 3.

Information about this inspection

Inspector
Beverley Devlin

Inspection activities

- This was the first routine inspection the setting 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.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the areas where childminding takes place and discussed the resources and activities she provides.
- The childminder and inspector discussed the curriculum.

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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