

Childminder report

Inspection date: 6 March 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 extremely content and happy in this childminder's care. They have a very close relationship with her and give her lots of cuddles and hugs. The childminder is especially mindful of younger children who need extra reassurance. She is attentive to their needs and this helps to support their emotional development. Children are relaxed and settled as they play alongside their friends. They choose favourite resources and activities from the wide range available to them. For example, children find a familiar small figure of a dog and a little girl to play with. They know where to find treasured books from the book store and sit on comfy cushions to look at the pages.

The childminder knows the children very well and interacts in a positive way with them as they play to help them make progress. Children are busy, occupied and have time to become involved in play. They are well-behaved and enjoy short periods of adult-directed activity. For example, they develop their fine motor skills as they draw and make marks in their own books. They relish the challenge offered by the childminder to draw shapes. Their physical development is further supported as they squeeze, squash and press shape cutters into play dough. Children's mathematical development is nurtured as they count out the plates they need at snack time and recognise numbers in books. They solve problems as they attempt different puzzles.

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

- The childminder understands child development and how young children learn. She provides a varied curriculum that covers all seven areas of learning. The childminder uses her knowledge of the children to identify what they need to do next to make progress. She supports these aims through all activities.
- As children play, the childminder follows children's interests. Her interactions are sensitive and nurturing and this helps to encourage children. She makes sure that activities are age-appropriate and interesting. For example, children recall the days of the week and talk about the weather as they sit with the childminder to complete their 'days of the week' board. Children make independent choices from the extensive range of resources available to them. However, children do not always have enough opportunity to explore and investigate creatively in their child-led play time. This limits their sensory development.
- The childminder takes children on outings so they can explore their world. For example, she takes the children for local nature walks and they often visit a nearby exotic zoo. Furthermore, children enjoy trips out to local play areas, libraries and playgroups. Children learn about diversity through planned activities, stories and books.

- The dedicated childminder ensures that she accesses regular training and professional development. For instance, she has recently undertaken communication and language intervention training to help her understand and enhance interactions with children. However, she has not yet embedded this knowledge of intervention techniques fully into daily practice.
- Children show good levels of engagement as they include the childminder in their play. They enjoy the childminder's full and focused attention and thrive on her positive interactions with them. However, she does not always repeat the words that children say incorrectly, so that they can hear the correct pronunciation. In addition, she does not always use a wide enough range of vocabulary in her interactions with children to fully support language development.
- Parents' written comments show that they are happy with the care provided. They appreciate the childminder and the care and attention that she gives their children. They comment that their children are happy and settled and enjoy their time with her. The childminder talks to parents on a daily basis and shares information in telephone messages. This helps her to maintain a strong, nurturing relationship with children and families.
- The childminder encourages children's health and well-being very well. They enjoy a healthy snack of fruit and the childminder supports them to try new foods. In addition, she supports the transition from bottles to appropriate cups, working closely with parents to ensure this is effective. Children develop their independence skills as they wash their hands before snack and lunch, and after toileting. Older children are good at showing younger children how to do this with success.

Safeguarding

The arrangements for safeguarding are effective.

The childminder describes what she would do if she had a safeguarding concern about any of the children. She uses prompt cards to reflect on the signs and symptoms of abuse and this helps her to know what to look for. Furthermore, she completes an extensive range of training regularly to ensure that her knowledge is up to date. The childminder is familiar with the procedures to follow should she have a concern about a child in her care. She knows how to identify and support children who may be at risk of extreme views or behaviour. The childminder risk assesses the space on a daily basis. This helps her swiftly respond to safety concerns and keep children safe in her home.

What does the setting need to do to improve?

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

- consolidate the use of strategies and interventions to help effectively support

children's language development, and make sure children hear the correct pronunciation of words

- provide more opportunities for children to enhance their sensory development and explore creatively.

Setting details

Unique reference number	EY397210
Local authority	Telford & Wrekin
Inspection number	10263822
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	12 May 2017

Information about this early years setting

The childminder registered in 2009 and lives in Telford, Shropshire. She operates all year round, from 7.30am until 5pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Juliette Freeman

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 setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The inspector observed the childminder's interactions with the children.
- The childminder spoke to the inspector about their intentions for children's learning.
- The views of parents were gathered through written feedback and taken into consideration by the inspector.
- The inspector held discussions with the childminder regularly during the inspection.
- The childminder showed the inspector documents, including paediatric first-aid certificates and suitability checks.

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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