

# Childminder report

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Inspection date: 20 March 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 Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Children feel safe and comfortable in the childminder's home. They are very happy and settled. The childminder is warm and friendly and offers a 'home-from-home' environment where children thrive. Children form close bonds with the childminder and each other. Older children happily play with their younger friends, offering kind support and encouragement. The childminder offers cuddles and reassurance to children when needed. Children demonstrate independence. They take off their shoes when they return indoors and choose toys and resources freely. The childminder gently reminds children to use manners and children are polite.

Children develop strong physical skills. They spend lots of time in the childminder's garden where they enjoy helping to tend the garden or riding wheeled toys. Children learn about nature as they feed the birds. They recognise some birds from pictures the childminder displays and proudly name them as they see them on the birdfeeder. Children develop early literacy skills. The childminder shares books and stories with them. Children snuggle up on her lap to point at the pictures and talk about what they can see. The childminder encourages children to recall stories and link them to events in their own lives. For example, as children enjoy a story about aeroplanes, she links this to children's recent holidays abroad.

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

- The childminder has a wealth of experience in caring for young children. She updates her knowledge and skills and attends all required training to develop her practice further. For example, she has recently completed safeguarding and first-aid training. As a result, the overall quality of the provision has improved since the last inspection.
- Children make good progress in their learning from their individual starting points. The childminder has a clear overview of the educational programme and what she wants children to learn. She knows children very well. The childminder plans the environment and provides activities based on children's interests. As a result, children engage well and are motivated to learn.
- Children learn how to behave well. The childminder reminds them about simple expectations. Children know not to climb on furniture and that they must look after their toys. Children play well alongside each other. For example, they complete jigsaws together cooperatively.
- The childminder places a strong focus on developing children's communication and language skills. She talks to children, modelling language and asking questions. Children learn new words and eagerly engage in conversations.
- Children learn to manage their personal care needs independently. This helps them to develop their confidence and self-esteem. For example, they attend to their own toileting.

- Children develop early reading and writing skills. The childminder encourages them to make marks with crayons and pens. Older children are beginning to write their names and recognise some letters. The childminder gives plenty of praise and encouragement as children proudly show their finished pictures.
- The childminder teaches children early mathematical concepts in preparation for school. For example, she supports children to count and recognise numbers. Children also learn the vocabulary of shape and size.
- Good partnerships with parents are in place. The childminder talks to parents at drop off or pick up times. Parents are invited to social events where the childminder gets to know them and their families better. As a result, children benefit from good continuity of care. Partnerships with staff at other settings children attend are not as successful. The childminder recognises she can share more information with other settings to benefit establish a shared approach to children's care and learning.
- The childminder understands that each child is unique, and she tailors her care to meet each child's needs. She teaches children about difference and helps children understand about different ways of life and religions. As a result, children learn to respect others. The childminder understands the effect of gender stereotyping and the need to promote equality. However, some resources, such as, 'boys' and 'girls' books, may reinforce gender stereotyping.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder completes regular training to help her to understand the signs and symptoms that might indicate that a child is at risk of abuse. She understands the local safeguarding partnership's procedures for reporting concerns about children's welfare and potential allegations made about her practice. The setting is clean and hygienic. The childminder uses risk assessments effectively to help keep children safe from harm. The setting is safe and secure.

## **What does the setting need to do to improve?**

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

- review activities and resources to consider any gender stereotyping
- develop partnerships with staff at other settings children attend.

## Setting details

<b>Unique reference number</b>	506587
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10260906
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	27 September 2022

## Information about this early years setting

The childminder registered in 1987 and lives in Shrewsbury. She operates all year round, from 7.30am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Trisha Turney

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector spoke to the childminder and children throughout 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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