

# Childminder report

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Inspection date: 22 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is good**

Children enjoy the wide range of learning experiences the childminder has on offer in this welcoming setting. They are happy and relaxed in her care and have a close relationship both with her and her assistant. She is attentive to their needs and this helps to support their emotional development. Children's health and physical well-being is a priority and the childminder supports this aspect extremely well. For example, children know about being healthy as they explore toothbrushing in role play. Older children know how to wash their hands well. They talk to the childminder about getting rid of germs, using soap correctly and washing the back of their hands as well as the front. The childminder and her assistant guide younger children to develop healthy routines.

Children's development across the areas of learning is supported very well. The childminder and her assistant plan exciting and interesting activities which hold children's attention well. For example, they adapt an adult-led tea party activity based on a favourite story, 'The Tiger Who Came to Tea'. This means that younger children are involved alongside others. Children place saucepans, plates and cups out on the picnic blanket and share out the knitted cupcakes. Younger children enjoy the sound a metal spoon makes as they bang it against the metal teapot. Children recall the story and comment, 'The tiger was at the door! I would be very worried!'

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

- The childminder and her assistant are extremely responsive to the children. They supervise them very effectively and interact positively with them. They carefully consider children's development needs as well as their likes and interests. This helps them to organise the play space with a wide variety of interesting activities. Children enjoy these activities; however, they don't always have enough time to become absorbed and deeply involved in their own chosen play.
- The childminder and her assistant take every opportunity to extend children's mathematical development. For instance, they use snack time to encourage children to count cups, estimate how many plates they need and think about adding one or two more. Children hear the language of mathematics during snack time as the childminder talks about half a grape, and a quarter of an apple.
- The childminder enables children to build on their social interactions with people in the wider world. For example, they go on regular outings to a variety of locations, such as trips to local playgroups and the library. This helps children to mix, share and take part with others. The childminder broadens children's experiences in their own community and the world around them. For example,

she takes them on nature walks around the village, where they see familiar people and get to know familiar routes.

- The childminder prioritises children's communication and language. She and her assistant are very good at speaking clearly to children. They offer a wide range of new words and this helps children broaden their vocabulary. Furthermore, they use commentary and questions at every opportunity to help support communication and language. However, sometimes the childminder and her assistant do not give children enough time to absorb what they ask, to allow them to understand and respond in their own way.
- The childminder nurtures a sensitive and supportive relationship with parents. She talks to them every day about their child's experiences and provides them with a weekly information sheet with photographs of their adventures. She shares progress information through a report and she offers ideas about how parents can support development at home.
- The childminder and her assistant work very effectively together as a team. They are passionate about what they do and this is evident in their curriculum and in the environment used for minding. They access an extensive range of training and professional development, which helps them to reflect on their provision for children. As a result, children develop very well and enjoy their time there.
- Children behave very well and have excellent manners. They listen to each other and share toys and resources. Older children are attentive to the needs of younger children and offer help and reassurance. For example, when out on a nature walk, they wait patiently and say, 'It's OK' as a younger child is unsure of walking through a big puddle down the muddy lane.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant show an excellent understanding of safeguarding procedures. They are aware of the signs that show children may be at risk of harm or extreme views. The childminder has relevant, up-to-date information available. This means that she and her assistant know who to go to should they need further advice and support. They both access a wide range of safeguarding training on a regular basis. The childminder checks her home to identify and minimise any risk and this helps to keep children safe. She is particularly mindful of children's safety on outings. For example, she teaches them about road safety as they check to see if they can cross the lane safely.

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

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

- develop strategies to give children appropriate time to respond verbally to

questions and statements

- provide children with more time to consolidate their skills, deepen their knowledge and become more involved in child-led play.

## Setting details

<b>Unique reference number</b>	EY311089
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10280071
<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 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	9 August 2017

## Information about this early years setting

The childminder registered in 2005 and lives in Edgmond, near Newport, Shropshire. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She employs an assistant who also holds a childcare qualification at level 3. The childminder 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 both the childminder and her assistant in their interactions with children.
- The childminder and her assistant 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 and her assistant 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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