

Childminder report

Inspection date: 19 April 2024

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 loved and nurtured in the home of the attentive childminder. They settle quickly and develop close bonds with the childminder and her assistant. Children are warmly greeted as they arrive and receive consistent praise and comfort. Children are confident and have a strong sense of security. The childminder and her assistant provide consistent rules and boundaries that help the children to behave well. Children demonstrate impeccable manners. They say excuse me before speaking. The childminder and assistant have high expectations of children to become independent learners. Children practise putting on their own shoes to go outside. Young children know that they need to take their shoes off to go back inside and do this independently.

Children play safely in the childminder's dedicated indoor and outdoor environments. The childminder has created a secure space for children to play outside, that is protected from the sun's harmful rays. The childminder and her assistant offer regular opportunities for the children to visit museums, farms and local wildlife reserves. They value these opportunities to enhance children's learning through first-hand experiences. Regular visits embed new learning and children returning to the Victorian museum describe the use of objects from memory of their last visit.

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

- The childminder and assistant take time to get to know children very well and discover their individual next steps. They recognise the importance of sensory activities to develop children's curiosity and knowledge of the world. For example, children reach into coloured jelly with their hands to find rubber ducks. However, the childminder does not always use her very good knowledge of the children to stretch their learning even further and enhance their individual progress.
- Communication and language development are a priority for the childminder and her assistant. They promote this through repetition of key words and phrases. They repeat the sound 'quack' while babies hold a toy duck and sing songs to reinforce this. They comment on children's play and offer skilled questions. For example, the childminder asks children what keys are used for. Children respond with enthusiasm.
- The childminder is dedicated to supporting children with special educational needs and/or disabilities to make good progress. She identifies when children are not making expected progress and takes appropriate measures to request additional support. This includes working with parents and other professionals to help children get the right support.
- Parents speak extremely highly of the childminder and the professional and

homely environment that she offers. The childminder and assistant work closely with parents. They offer detailed daily feedback to share children's achievements and provide information about their daily routine. Parents feel that the childminder prioritises children's welfare and that they are part of an extended family.

- Children receive personalised care routines. The childminding assistant talks and sings with children as she changes their nappies. The childminder works collaboratively with parents to support the transition to using a toilet. All children learn about good hygiene. They wash their hands with little support after playing outside and before and after mealtimes. The childminder and her assistant promote safe sleep practices. They observe children while they rest or sleep and check them regularly to ensure that their faces are not covered.
- The childminder and her assistant promote healthy living consistently through play. Children visit the role-play shop and collect food in their trolleys. The childminding assistant talks to children about what they have purchased. She identifies that they have chosen a healthy apple. Children bring healthy lunches that they eat independently. Young children feed themselves using a spoon. The childminder provides all children with a water bottle and promotes good hydration throughout the day.
- The childminder and her assistant work together collaboratively to reflect on practice and evaluate how they can improve. The childminding assistant is aware of her development needs. She understands how she can develop children's understanding through careful questioning. The childminder and her assistant are dedicated to supporting the safety and welfare of children. They regularly update their safeguarding knowledge through additional training about issues that are prevalent in their local area.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- apply good child development knowledge more effectively in order to better support children's individual progress.

Setting details

Unique reference number	202616
Local authority	Telford & Wrekin
Inspection number	10335539
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 4
Total number of places	12
Number of children on roll	28
Date of previous inspection	20 June 2018

Information about this early years setting

The childminder registered in 1998. She lives in Telford. The childminder operates all year around, from 7.30am to 5.30pm from Monday to Thursday and from 8.30am to 4.30pm on a Friday, except for bank holidays and family holidays. The childminder works with one assistant.

Information about this inspection

Inspector

Ali Myers

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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