

# Childminder report

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Inspection date: 4 February 2025

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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 Good

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

### **The provision is good**

The childminder is calm and nurturing in her manner. She provides a warm and welcoming environment for the children in her care. Children form strong bonds with the childminder, seeking her out to play with or for comfort and cuddles. This enables children to feel safe and emotionally secure. The childminder gains key information from parents upon induction. She uses children's interests to provide an ambitious play-based curriculum that nurtures children's development in all areas of learning. For example, toddlers play with toy farm animals and recall their prior learning as they name the animals and the sounds they make as they play.

Children's behaviour is good, and they quickly learn the routine of the day and follow instructions well. The childminder teaches children to share and take turns. If unwanted behaviours occur, the childminder quickly distracts children to avoid any escalation. The childminder helps younger children to manage their own emotions when they show frustration. Children receive praise and encouragement to try activities and sound out new words. This supports children's self-esteem and confidence. The childminder supports children's independence skills well. For example, older children put on their shoes and coats. Younger children complete smaller tasks, such as putting toys away or using a spoon to feed themselves. This helps children with their next stage of learning.

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

- The childminder has a strong ethos for her provision. She wants children to feel secure and have fun in a home-from-home environment. The childminder's curriculum focuses on supporting children to develop their skills and confidence as they play. The childminder keeps herself up to date with mandatory courses, such as first aid and safeguarding. However, she does not carefully consider how to use professional development to help improve her teaching to the highest level.
- Children benefit from going out into the local community. For example, they go for walks to the local park, discussing the wildlife and the world around them. The childminder takes children to toddler groups, local cafés and shops. Children mix with other childminders and their children, giving them the opportunity to socialise and meet new people outside the childminder's home.
- The childminder provides lots of opportunities for children to develop their communication and language skills. Children enjoy looking at books, pointing to pictures and turning pages. The childminder narrates children's play, ensuring they hear a range of words. She encourages children with emerging language skills to name objects and repeat words. This enables children to make connections between words and objects.
- The childminder regularly observes children's interests and development, and

then uses this information to plan engaging activities and support children's next stages in their learning. For example, when toddlers show an interest in crayons. The childminder uses this to engage children in mark making. The childminder gives praise and encouragement as children control the crayons. Children use their imaginations as they make marks on the paper. They build on their small-muscle control and hand-eye coordination as they express themselves enthusiastically.

- Children learn about keeping themselves healthy and safe. They enjoy being physically active in the garden or at the park. The childminder teaches children about safety when they are out in the community. For example, they use the level crossing to get to the shops and the childminder ensures children understand how to do this safely. These activities support children to keep safe and form healthy habits for their future.
- The childminder understands children's individual care needs well. For example, she notices when they are tired, need food, or just a reassuring cuddle and responds promptly to address them. Parents provide children with a packed lunch each day and the childminder provides children with a healthy snack and fresh water. This supports children's emotional development and their well-being.
- Partnerships with parents are strong. Parents comment on how much they value the childminder's home-from-home feel and the experiences outside the home the childminder provides. Parents have daily communications about their child's day and developmental milestones. However, the childminder does not give parents ideas of how they can further support children's learning at home.

## 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:**

- enhance the use of further training opportunities to strengthen teaching skills and further enhance outcomes for children
- extend the range of information shared with parents to help them support and extend their children's learning at home.

## Setting details

<b>Unique reference number</b>	EY298036
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10376185
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	21 May 2019

## Information about this early years setting

The childminder registered in 2004 and lives in Wem, Shropshire. She operates all year round, Monday to Friday from 7am to 5.30pm, except for bank holidays and family holidays. The childminder provides funded early education for all eligible children attending.

## Information about this inspection

### Inspector

Sue Smith

### Inspection activities

- 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 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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