

Childminder report

Inspection date	19 March 2019
Previous inspection date	22 April 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Outstanding	1 1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Teaching is outstanding. The childminder is highly responsive to children during play and expertly extends their learning. She skilfully adapts her teaching to exactly match individual children's preferences, in order to enthuse, motivate and challenge them.
- The childminder has a superb knowledge and vast experience of working with children with special educational needs and/or disabilities (SEND). She draws on this expertise to develop very effective strategies to support these children and their parents. The childminder has built very positive relationships with parents and other professionals to provide a highly consistent approach to children's learning.
- The childminder has an excellent understanding of the requirements of the early years foundation stage. She has robust assessment arrangements in place to accurately track the progress of each child. This is highly effective in highlighting any gaps in learning and also enables her to identify where children may need additional support.
- The childminder's total dedication to the needs of young children and their families is inspirational. The childminder and her assistants build extremely strong and secure emotional attachments with the children. She ensures that she gets to know them and their families very well before they are left in her care. As a result, all children thoroughly enjoy their time with the childminder and they flourish and thrive in the nurturing and positive environment.
- The childminder is highly successful in her pursuit of excellence. She is proactive in seeking the views of parents and children and rigorously evaluates the provision. The childminder networks with other early years professionals to increase her exceptional knowledge.

What the setting needs to do to improve further

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

- continue to enhance outdoor resources, to fully maximise opportunities for children to use their imagination and play creatively.

Inspection activities

- The inspector viewed the areas of the home used for childminding and checked evidence of the suitability of the childminder, her assistants and those living and working in the house.
- The inspector looked at documents relating to the early years foundation stage provided by the childminder, including children's assessment records, risk assessments, qualifications and accident and injury reporting.
- The inspector observed activities and interaction between the childminder and children during play.
- The inspector took account of the views of parents.
- The inspector carried out a joint observation with the childminder.

Inspector

Johanna Holt

Inspection findings

Effectiveness of leadership and management is outstanding

The well-qualified, experienced childminder creates an extremely high-quality provision where children are safe and thoroughly enjoy learning. Safeguarding is effective. The childminder has an excellent understanding of her role and responsibilities, which enables her to keep children safe. For example, she regularly updates her safeguarding knowledge and that of her assistants, through training and research. The childminder completes comprehensive risk assessments of the home, outside area and outings to ensure children's safety is of the highest priority. She uses her extremely accurate and detailed assessments to monitor children's progress. This enables her to quickly identify any gaps and to ensure that children make rapid progress. The childminder plans to improve her setting further. She is experimenting with different resources and concepts outside, to further extend and enrich children's learning experiences.

Quality of teaching, learning and assessment is outstanding

The childminder's interactions with children as they play are delightful. She provides plenty of time for children to explore the highly stimulating environment. The childminder has high expectations of what children can achieve. She plans an exceptionally wide range of interesting activities that meet children's individual needs. She enthusiastically reads to children and sings with them. Children join in excitedly, learning new words, sounds and actions. The childminder is excellent at maximising learning opportunities. For example, as the children enjoy pushing cars around together, she expertly introduces early mathematics by asking whose car is bigger or smaller.

Personal development, behaviour and welfare are outstanding

The childminder promotes children's exemplary behaviour exceptionally well, for example, she gives praise that helps them gain a very strong sense of pride. The childminder places a high priority on promoting healthy lifestyles. For example, children are taught from a very early age to wash their hands after messy play, toileting and before eating, to keep them germ-free. The children have helped to plant apple trees, so they can pick their own healthy fruit to eat. Children are exceptionally comfortable in the childminder's home; they laugh and enjoy an extremely positive, warm relationship with her. Their health and well-being are of utmost importance to the childminder. For example, she gently sings Nellie the Elephant as a young child receives their medication. This ensures they take it for the right length of time, feeling relaxed, safe and happy.

Outcomes for children are outstanding

All children, including those with SEND, make consistently rapid progress. Gaps in achievement between different groups close quickly. For example, toddlers make particularly excellent progress in their language development. Children acquire key skills needed for their next stage in learning. They strengthen their fine motor skills as they pick up and glue small jewels onto their flowers. They learn new shapes and colours. Children develop an extremely strong awareness of people's similarities and differences. For example, they celebrate different festivals and learn about other cultures from books.

Setting details

Unique reference number	EY262713
Local authority	Staffordshire
Inspection number	10100337
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	22 April 2015

The childminder was registered in 2003. She operates Monday to Friday, from 7am to 7pm, all year round, except for bank holidays and family holidays. The childminder has three registered assistants, who she occasionally works alongside. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for two- and three-year-old children. The childminder cares for children with special educational needs and/or disabilities.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

