

# Childminder report

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Inspection date: 31 January 2020

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

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

### The provision is outstanding

Children thrive and flourish in this warm, friendly, exceptionally well-resourced and immaculately well-maintained provision. They come running in with great excitement to greet their friends, the childminder and her assistants. Children celebrate in each other's success. They show their admiration along with the assistants, for children who successfully wear 'big children's pants' for the first time, after successfully mastering toilet training. Children can independently choose from a wide range of highly stimulating resources and activities to ignite their thirst for learning. Older children develop highly accomplished balancing skills as they climb up and walk across wooden planks which are placed across tyres in the garden. Younger children are supported exceptionally well in further extending their new-found physical skills. They roll and chase balls down and up the slope in the childminder's garden, successfully managing their own risks while playing. Children express great delight in 'catching fish' in their net. The assistants are very skilful in adapting child-led play as 'catching fish' soon becomes an activity of finding colours which match their fish around the garden and home. The childminder and her assistants are fabulous role models. Children's self-esteem is magnified as they are praised with 'high five, teamwork, dream work' for their efforts. Consequently, children's behaviour is exemplary. They are fully engrossed in everything they do and everything that they experience. Children feel very happy, safe and secure in this loving and enjoyable environment.

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

- The childminder and her assistants ensure every child's individual needs are exceptionally well catered for. The childminder and her assistants plan an ambitious, interesting and well-thought-out curriculum for them. Consequently, children are making good and in some cases rapid progress in their learning, which will support them in their next stage of learning and their eventual move to school. Meticulous assessments are kept on children's progress, which are shared with parents each term. This also ensures that any gaps in learning are swiftly identified and addressed.
- The childminder and her assistants work together exceptionally well as a close-knit team. The assistants say they are fully supported and feel extremely valued. The childminder supports staff's professional development in gaining qualifications and accessing training courses. Assistants can choose areas of interest which they hope will benefit themselves and children. For example, mindfulness and well-being is being explored and the concept of children's yoga is to be developed. This benefits children with the vast array of learning experiences on offer.
- Partnerships with parents are excellent. The childminder and her assistants ensure every parent feels valued. They get to know their children very well,

discussing what each child knows and what they can do. This enables them to plan activities for each child to support their individual learning needs. Parents say that they could not be happier with the exceptionally high level of care their children receive and that it is so 'special'. They also express how lucky they are as the childminder and her team go above and beyond all expectations.

- Early communication skills are given high priority. Children listen to their favourite stories and enjoy singing well-known nursery rhymes. The childminder and her assistants are highly skilled at asking open-ended questions, which promotes children's language skills. They introduce new words, such as 'squishy', when playing with home-made play dough. Familiar words are repeated for the younger children to try and copy. Early mathematical concepts are introduced as children are learning about 'in front' and 'behind'. Children enjoy hunting for shapes hidden in the sand, using tools for scooping and pouring.
- Children's independence and self-care skills are successfully promoted through a variety of activities. All children are encouraged to clean themselves after snack and lunchtime, and they help to tidy away after activities. Children are learning about healthy lifestyles and the importance of being healthy. They wash their hands after activities and before food. Children enjoy a freshly prepared, home-cooked hot meal at lunchtime and a wide variety of snacks, such as bananas, apples, raspberries and pancakes. They are encouraged to try new tastes and talk about the food and how it makes them big and strong.
- Children are learning about differences and similarities between themselves and others. They are learning about other cultures and have sponsored children abroad in their schooling. The childminder and her assistants ensure the setting is fully inclusive. Children with special educational needs and/or disabilities are supported extremely well. Children are learning about disabilities as they help their doll who has crutches to walk and glasses to see. Children are encouraged to think about how they can help to ensure she is happy and safe.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are given the utmost importance and priority by the childminder and her assistants. All children's care is individually tailored to meet their needs. The childminder and her assistants attend regular safeguarding training and refreshers. They have a very good and extensive knowledge of safeguarding and wider issues. They confidently know the procedures to follow if they have concerns about a child in their care. The childminder's home is very well maintained. Risk assessments are in place, which identifies and reduces risk, but equally, children are allowed to learn to take managed risks in a safe environment.

## Setting details

<b>Unique reference number</b>	EY395795
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10116157
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 to 10
<b>Total number of places</b>	15
<b>Number of children on roll</b>	41
<b>Date of previous inspection</b>	2 July 2015

## Information about this early years setting

The childminder registered in 2009 and lives in Anslow. She operates during term time from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She works with several assistants.

## Information about this inspection

### Inspector

Johanna Holt

### Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder, her assistants and children during the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector received written feedback from a number of parents and took account of their views.
- The inspector held a meeting with the childminder. She looked at relevant documentation and evidence of the suitability of staff working in the setting.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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