

# Childminder report

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Inspection date: 29 January 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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

The childminder has an excellent knowledge of how children learn. She has a thorough knowledge of children's individual interests and ensures that she makes the most of spontaneous learning opportunities as she interacts with the children. The childminder provides high-quality teaching techniques and makes the most of extremely well-timed interactions during play. Children concentrate very well on activities and listen attentively. They skilfully use tools to roll dough and name the shapes they cut, including circles and triangles. The childminder is very skilled at extending children's learning during activities and asks them how the dough feels, looks and smells.

The childminder promotes children communication skills very well. Children speak with great confidence and explain to others what they are doing in their play. The childminder has introduced yoga and sensory relaxation time for children where they enjoy listening to relaxing music. This encourages children to take time to relax and have a sense of calm. The childminder and her co-childminder have high expectations of children's behaviour. Children listen well and show an excellent understanding of boundaries. They are polite and use good manners. Older children share resources and are excellent role models for the younger children. Group activities help children talk about and recognise different emotions and further consider the needs of others.

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

- The childminder provides extensive opportunities for children to develop their mathematical knowledge. For example, she expertly asks them questions that help them gain a firm understanding of mathematical language and when to use this in their conversations. Children expertly use language to discuss how many items they have and describe position, size and shape. Younger children recognise their ages and can say what age they will be on their next birthday.
- The childminder is extremely hard-working and conscientious. She and her co-childminder demonstrate an outstanding dedication to their roles and to drive forward continuous excellence in all areas of their practice. Their robust reflection of practice ensures an excellent service is provided for children and their parents. The childminders regularly evaluate their practice and makes changes to improve the already exceptionally high standards even further. The childminder attends a wealth of training opportunities and engages in her own professional research to further develop her already highly proficient knowledge and skills.
- The childminder observes the children as they play and plans meticulously for their next steps so that they make excellent progress. She has a thorough knowledge of children's individual interests and ensures that she makes the



most of spontaneous learning opportunities as she interacts with them. The childminder provides high-quality teaching techniques and makes the most of extremely well-timed interactions during their play.

- The childminder provides extensive support for parents to help them continue with their child's learning. For example, she keeps them informed of their child's learning through discussions, daily diaries and the online assessment system, where parents can add their own assessments of their child's learning. The childminder extends the support for parents by lending them story sacks and books.
- The childminder promotes children's love of books very well and places high priority on developing children's communication and language skills. She uses conversations to extend their sentences and encourages children to recognise simple words and numbers in the text. Children confidently use their imaginations as they play with small figures in the model fairy garden outdoors. They say that the giant is big and scary and the fairies hide behind the doors.
- Children enjoy an positive social experiences at mealtimes and are supported exceedingly well to develop their understanding of healthy foods and how to lead a healthy lifestyle. They enjoy freshly prepared food and frequently prepare their own meals. For example, children make their own pizza and shop for their own food.
- Children are fascinated during story time. They listen avidly and join in with and act out the actions of the characters. Younger children are enthralled by the new words they learn, including 'herbivore' and 'vegetarian'. This provides children with excellent support in their literacy skills. Children listen eagerly during their Spanish sessions. They remember different Spanish words and sing songs in Spanish.
- Children enjoy exciting outings that make the most of their local environment. For example, they visit a cathedral, a local forest school and local woodland. This gives children excellent opportunities to benefit from fresh air and exercise, and to widen their knowledge of the world around them. The childminder organises different visitors to the setting, such as police officers, the fire service and a Spanish teacher, to help give children an excellent understanding of the roles of people who live and work in the community.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extremely strong awareness of her responsibilities to keep children safe and protect them from harm. She and her co-childminder have an excellent knowledge and understanding of how to protect children if they have concerns. The childminder also has a comprehensive understanding of wider safeguarding matters, such as those relating to extreme views and beliefs. The childminder and her co-childminder complete regular safeguarding training and carry out their own research to ensure they are fully updated and highly knowledgeable about all safeguarding issues. Procedures and policies that promote children's well-being are implemented very effectively and regularly reviewed. For



example, there are extensive and well-considered risk assessments in place that include the very wide range of outings they provide.



## Setting details

<b>Unique reference number</b>	EY311454
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10116089
<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</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	26 June 2015

## Information about this early years setting

The childminder registered in 2005 and lives in Lichfield. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and for family holidays. The childminder works with a co-childminder and holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Susan Rogers

### Inspection activities

- The childminder and co-childminder undertook a learning walk with the inspector and discussed how the curriculum is planned and delivered.
- The inspector spoke to parents, and read feedback about their experiences of the setting.
- The inspector jointly evaluated a planned activity with the childminder and co-childminder, and discussed the quality of teaching.
- The inspector held discussions with the childminder and co-childminder.
- The inspector spoke to parents and read feedback about their experiences of 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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