

# Childminder report

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Inspection date: 21 February 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	Good

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

### The provision is outstanding

Children enjoy being in the care of this excellent childminder. Parents say the service provided is 'first class'. Children have deep levels of engagement and concentration in learning. The childminder provides broad experiences for children to learn about others. This helps them to develop high levels of respect for each other. Children are confident, especially in their own achievements and during new experiences. Toddlers are learning to regulate their own behaviour. They can share with limited support. Children learn about the impact of their actions on others. The childminder has very high expectations of children's behaviour. Children have a passion for learning and constantly develop new skills and knowledge over time. Young children are curious about natural objects available in the garden and they use their senses to explore these. Children are highly engaged in their play and listen intently to the childminder, especially when she reads stories to them. Children persevere well, overcoming problems in learning to find solutions. They have very high levels of independence from a young age. Children who are one year old can put on their own coat. Children are very imaginative. They pretend items represent other things as they add storylines to their role play.

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

- The childminder has developed a curriculum that is precisely tailored to children's development needs. Activities are expertly planned to help children acquire outstanding knowledge and skills for their age, through sequenced learning. Children develop an interest through reading books about how things change, such as caterpillars changing into butterflies. The childminder skilfully builds on this learning and plays music for children to move to like a butterfly. This helps them to develop their physical skills and imagination. She teaches children how things change and demonstrates this through the use of balloons. The childminder blows up balloons for children to see how they grow and change in size. She reinforces this learning by providing children with an initial quantity of dough, which she then adds more to. Finally, the childminder tells children a story of a 'hungry caterpillar' using props to teach children the life cycle of a butterfly. This chain of activities helps to reinforce children's knowledge of how things grow and change.
- The childminder works hard to broaden children's experiences and give them varied knowledge. She takes them to a wide range of local attractions to help increase the range of opportunities for children to learn about the world. The childminder teaches children about topical matters, such as climate change. Children learn about animals that live in different habitats, for instance polar regions. The childminder increases children's vocabulary in her teaching, such as teaching them the meaning of 'Inuit'. Children learn an Inuit is someone who might live in a polar region. As part of the childminder's teaching about polar

animals the childminder explains to children the importance of recycling so plastic does not end up in the oceans where animals live.

- The childminder effectively promotes children's healthy lifestyles. She teaches children about healthy choices, including only spending limited amounts of time on computer tablets to help limit their screen time.
- The childminder is critical of her own practice and welcomes the advice of others, including an early years consultant. She uses her own reflections and the advice she receives to strengthen her already strong practice. The childminder has taken steps to reduce her own workload while still effectively keeping parents fully up to date with their children's development. Her partnerships with parents are superb, especially when providing resources such as books to them to support their children's learning at home.
- Children demonstrate very strong values. They mutually agree on things by voting. This helps children to learn about democracy and respect. The childminder helps children to learn about how they are similar or different to others. For example, children learn that some children who have different skin tones have different hair and skincare needs.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder can identify children whose welfare is potentially at risk. She offers help and advice to families to help improve children's welfare. The childminder has effective procedures in place to help keep children safe, including managing allegations against those who live in the household. She ensures her home is safe and suitable, especially for those children who she provides overnight care for. The childminder helps children to learn about and take risks. For instance, she teaches them how to climb trees of an appropriate height. Children know it is not safe to climb the tree when the bark is wet and slippery from the rain.

## Setting details

<b>Unique reference number</b>	138841
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10065792
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	10 August 2015

## Information about this early years setting

The childminder registered in 1993. She lives in Whitchurch, Shropshire. The childminder operates all year round, Monday to Friday from 6am to 6.30pm. She holds a relevant early years qualification at level 3. The childminder provides overnight care. She receives funding to provide free early education for three-year-old children.

## Information about this inspection

### Inspector

Scott Thomas-White

### Inspection activities

- The inspector viewed all areas of the childminder's home and discussed her curriculum with her.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact on children's learning. He completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. He looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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Textphone: 0161 618 8524  
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