

Childminder report

Inspection date: 13 March 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is outstanding

The childminder and her assistant have an excellent understanding of how children learn and develop. They use a wide range of highly successful teaching strategies that ensure children make the best possible progress. For example, during a whole-group activity, the childminder and her assistant expertly support their key children as they investigate the colourful dough. During such activities, the childminder skilfully encourages the older children to use the tools and explains how to do this. She expertly asks children questions that help to broaden their thinking processes and build confidence in their ability to express themselves using words. Additionally, the childminder successfully encourages the children to recognise numbers as they fill the number moulds with dough. During the dough activity, the assistant skilfully uses commentary to extend the younger children's understanding of language. He responds to children's wishes wherever possible and introduces them to humour through his interactions with them. Children share this sense of humour and have great fun as they laugh with the assistant. They show exceptionally high levels of fascination and concentration as they explore the dough. Children enthusiastically explore the different sounds they can make when they play with the panpipes and the wooden musical instruments. They are thoughtful and caring towards each other, and play cooperatively together. Children are extremely confident and cheerful, and talk enthusiastically to the childminder and to visitors about what they are doing.

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

- The childminder's assessment of children's progress is highly comprehensive, accurate and clear. This is used to identify precise and challenging next steps in children's learning. The childminder offers a highly stimulating curriculum, which is based on children's interests and abilities and successfully promotes children's development across all areas of their learning. She provides a wide range of resources that superbly foster children's imagination and creative skills.
- The childminder takes the children on outings that promote their understanding of the natural world extremely well. For example, children feed the ducks at picturesque lakes, explore country parks and visit venues that allow them to handle exotic animals.
- The childminder makes sure there is an extremely good two-way exchange of information with parents about their child's development on an ongoing basis. This significantly enhances parents' knowledge about how their child's learning can be best supported at home. Parents provide excellent written feedback about the childminder and her assistant. They write comments, such as, 'I could not be happier with the service.'
- The childminder and her assistant are extremely caring and nurturing. They establish exceptional relationships with children. Children thrive in this

outstanding setting. The childminder teaches children about the language of feelings exceptionally well. For instance, she talks to them about their emotions and how they feel throughout the day, whether they are happy or sad. She encourages them to guess how characters are feeling when they read stories together. This helps to raise children's self-esteem and confidence, and help them to understand how others may feel.

- The childminder and her assistant are excellent role models for the children. They consistently encourage and praise children's positive behaviour. They also offer gentle, age-appropriate reminders to help children understand the rules. Children behave exceptionally well and show high levels of respect for others.
- The assistant provides children with highly nutritious and well-balanced home-made meals and snacks. The childminder encourages children to be highly independent learners and to help with small tasks. For example, children enthusiastically take their dirty plates into the kitchen when they have finished eating. Furthermore, they eagerly work together to tidy away the toys and sweep the floor before they start a new activity.
- Children are able to develop outstanding physical skills. The childminder provides children with an outdoor environment that offers adventure, experimentation and risk-taking. She provides children with a wealth of resources that encourage them to climb and balance while managing risks themselves.
- The childminder and her assistant promote children's excellent personal hygiene routines. For example, they talk to children about how to keep others safe when they sneeze or have a runny nose. They also model and describe how to wash their hands correctly.
- The childminder has exceptionally high aspirations for children's high-quality care and education. She regularly seeks the views of parents and children and has strong partnerships with the local nursery and school. The childminder researches current early years guidance on the internet. This helps her to identify precise and sharply focused targets that provide a strong drive for improvement, significantly benefitting all children on roll.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant attend regular training that ensures they have an excellent understanding of the signs of abuse or neglect. They are acutely aware of the procedures they must follow if they have any concerns about a child. The childminder thoroughly checks all indoor areas to identify and reduce any possible risks to children. This, and risk assessing all outings off the premises, helps to keep children extremely safe and well. The childminder and her assistant have completed recent paediatric first-aid training. This provides them with the knowledge and skills required to effectively administer first aid, as well as meeting the requirements of registration.

Setting details

Unique reference number	223663
Local authority	Shropshire
Inspection number	10115934
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 11
Total number of places	12
Number of children on roll	16
Date of previous inspection	12 April 2016

Information about this early years setting

The childminder registered in 1991 and lives in Shrewsbury. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Linda Yates

Inspection activities

- The inspector and the childminder completed a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and evaluated how well she assesses children's progress and plans for the next steps in their learning.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living or working in the household.
- The inspector took account of the views of parents through the written feedback provided.
- The inspector held conversations with children during the inspection.

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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