

# Childminder report

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Inspection date:

4 November 2021

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<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**

Children thrive in this stimulating and well-resourced environment. They are highly motivated and eager to take part in the wide range of activities available to them. They become engrossed in what they are doing, concentrate for prolonged periods of time and independently make choices in their play. They develop close relationships with the childminder, who is exceptionally astute and gives the utmost priority to their individual needs. Children demonstrate that they feel happy and secure in her care and seek her out for a reassuring cuddle before continuing with their play.

Children excitedly join in with a music activity with great gusto, lots of laughter and obvious delight. They choose their instruments and play them vigorously. The childminder introduces the names of the instruments and words, such as shake, clap, bang and stop, to promote children's communication and listening skills. Children learn to follow simple instructions. They watch the childminder intently as they play their instruments and know that when she holds up her hand it is time for them to stop. They join in familiar songs with relish and carry out the actions as they hop like bunnies and pretend to be asleep. Children are able to pre-empt the next song by listening to the introduction.

Children who speak English as an additional language receive targeted support to enable them to settle quickly. They learn to communicate using simple words and pictures of familiar objects and routines.

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

- The childminder has a clear overview of the curriculum and what she expects children to learn. She is highly perceptive and recognises each individual child's level of development and where there are gaps in their learning. The childminder has an exceptionally good knowledge of the children and incorporates their interests into activities. She successfully differentiates activities to ensure that every child receives a comprehensive learning experience that is tailored to their individual needs.
- The childminder plans a mixture of adult-led and child-initiated activities based on what she wants children to learn next. She introduces children's next steps for learning into their self-initiated play and uses every opportunity to extend children's learning. The childminder rotates resources to keep children's interest and to ensure they meet the learning needs of the children attending on the day.
- Children's communication and language is exceptionally well supported. The childminder continually asks questions to encourage children's communication and provides time for children to think of their answers and respond. She

skilfully adapts questions to match each child's individual stage of development and understanding.

- Children thoroughly enjoy looking at books and listening to stories. They take their chosen book to the childminder and sit together as they turn the pages. They point to familiar objects in the book and name them. Children are engrossed as they listen to a story. The childminder sustains their interest as she introduces props, such as figures of Goldilocks and the three bears.
- Children's mathematical skills are expertly woven into activities. They can match colours and sort objects by size. They begin to understand mathematical language, such as small, medium and large, and know when objects are the same or different. They recognise written numerals and can count to five. Children make shapes with their forefingers and thumbs and know that it is a triangle. The childminder teaches them that if they stretch their thumbs the triangle becomes a diamond. She expands the concept as she shows children that a diamond is made up of two triangles. Children know that a triangle has three sides and a diamond has four.
- The childminder adapts her methods for managing children's behaviour to meet the individual needs of the children. She recognises children's trigger points and deals with any behavioural issues calmly and sensitively. The childminder reminds children to be kind to their friends and to share toys and she provides copious amounts of praise and encouragement. The childminder actively works with other professionals to seek advice on how to manage challenging behaviour and implements their ideas into her practice.
- There are strong partnerships with parents in place. Extensive information is gathered from parents before children start. The childminder shares information with parents verbally at the end of each day and via an online system. She provides ideas for parents to help them to support children's learning and encourages them to send photos of what children are doing at home.
- The childminder continually reflects on her practice. She has a clear vision for the future and strives to provide the very best care and learning for the children. She attends training and meets with other childminders to further extend her knowledge and expertise.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of how to keep children safe. She can recognise the signs that may indicate that a child is being abused or drawn into extreme circumstances. She attends training and understands the procedures to follow should she have any concerns about a child. The premises are safe and secure. The childminder can identify potential risks and takes the appropriate steps to eliminate these. She puts procedures into place to ensure that children are safe when on outings.

## Setting details

<b>Unique reference number</b>	EY355077
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10116122
<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 at time of inspection</b>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	9 November 2015

## Information about this early years setting

The childminder registered in 2007. She operates all year round, Monday to Friday, from 7.30am until 6pm, except for family holidays and bank holidays. The childminder holds a recognised early years qualification at level 3.

## Information about this inspection

### Inspector

Rebecca Johnson

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the setting.
- A meeting was held between the inspector and the childminder.
- The inspector looked at a selection of documentation and checked the suitability of persons living in the household.
- The childminder and the inspector discussed the curriculum and the impact of activities on children's learning.

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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