

Childminder report

Inspection date: 24 January 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children are really eager to attend and relish spending time at this setting. The childminder helps them settle quickly. She gives children lots of comfort, cuddles and focused attention. Children develop extremely close bonds and attachments to the childminder. She is incredibly nurturing, warm and kind. The childminder has a lovely manner with the children. She encourages them to develop confidence to play and explore. She also promotes children's independence from a young age, including routinely making their own choices and decisions. Children behave really well. They quickly adapt, from a young age, to the childminder's high behaviour expectations. She helps them learn to follow simple instructions and encourages them to take on small responsibilities during daily routines. The childminder encourages children to build friendships and play well with others. She focuses keenly on helping them learn to cooperate and negotiate with each other.

Children make exceptional progress at this setting. The childminder has the highest expectations and is highly in tune with their interests and individual stages of development. She provides an ambitious and varied curriculum. Children love sensory, creative and messy activities. They have lots of fun learning new vocabulary, sharing resources with their peers and developing their physical fine motor control. For example, with the childminder's expert support, children take turns to print snowmen with paint on paper and work together to make marks by rolling marbles in paint. They also experiment with ways to mould brightly coloured dough. Children thoroughly enjoy investigating the natural world outside as they dig soil using spades to uncover a worm. The childminder adds magnifying glasses to their exploration so they can look closely and talk about what they have found.

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

- The childminder is hugely experienced, and is incredibly passionate about her own continuous professional development. She conducts research and accesses regular training. The childminder evaluates what she has learned and reviews how she can apply this to her setting. She also disseminates her thinking and practice ideas to other providers. This has a positive impact on children and their families in her care and also beyond.
- The childminder is a wonderfully intuitive teacher. She uses children's interests to plan a range of exciting activities that highly motivate them. The childminder builds on what children know and can do in their learning through high-quality interactions. For example, she introduces children to the topic of space using books and videos, and helps young children to make rockets with construction bricks. The childminder constantly narrates their play and encourages two-way dialogue. Young children recall recent learning as they instinctively say 'five, four, three, two, one, blast off' when playing with their models.

- Communication and language are extremely well promoted. The childminder is highly focused on narrowing gaps in children's vocabulary development. She teaches children the correct pronunciations and names of objects from a young age. For example, children love playing with diggers in the sand outside. The childminder adds a variety of different types of diggers to their play. They can repeat complex words she provides them with, such as 'excavator', when happily playing with the resources.
- The childminder effortlessly promotes early literacy and mathematics in her setting. Children love spending time drawing outside using chalks, and they delight in reading familiar stories and singing a range of rhymes throughout the day. Children develop skills in mathematics beyond their years. The childminder follows their lead and introduces them to various mathematical concepts as young children take a keen interest in number games, activities involving shapes and creating patterns on peg boards.
- Children thrive as they are extremely well cared for by the childminder, and she sensitively gets young children to cooperate with care routines. She ensures that children are kept clean and routinely wash their hands during the day. The childminder provides healthy snacks for the children, and talks to their parents about the importance of good nutrition and oral hygiene. She also changes children's nappies as needed. The childminder provides hints and tips to parents to support and encourage toilet training.
- Partnerships with parents are excellent and detailed two-way information about children's care, interests and learning is shared. Partnership working with other providers and professionals are very well established. Parents comment that the childminder is wonderfully dedicated and provides an exceptional service. They also credit much of what their children can now say and do to the childminder.
- The childminder is enthusiastic about her role. She reflects on her practice and routinely reviews the quality of her service, including taking account the impact of the COVID-19 pandemic. For example, the childminder recognises that children require even more support now with their confidence in social situations than in previous years. She has plans to further expand children's social interactions by taking them to a wider range of local playgroups and places in the community, such as the library for story sessions.

Safeguarding

The arrangements for safeguarding are effective.

Children's health, safety and welfare are a high priority for the childminder. She maintains her safeguarding training at a high level and has a strong knowledge across all aspects of safeguarding, including child protection, radicalisation, extremism, exploitation and online safety. The childminder fully understands the process to follow should she have any concerns about children or their families. She is very well organised and keeps the environment clean. The childminder conducts daily risk assessment checks, indoors and outside. She has a range of relevant documents to hand that help support the smooth running of her setting.

Setting details

Unique reference number	204911
Local authority	Worcestershire
Inspection number	10115906
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 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	6 May 2016

Information about this early years setting

The childminder registered in 1995 and lives in Redditch. Sessions are available from 8.45am until 4.45pm, Monday to Thursday. The childminder operates all year around, except for bank holidays and family holidays.

Information about this inspection

Inspector

Josephine Heath

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 that into account in their evaluation of the setting.
- The inspector observed teaching practice and conducted two joint observations with the childminder.
- The inspector viewed the areas used for childminding and held discussions with the childminder about the curriculum, children's learning and how she promotes and supports their progress.
- The inspector spoke to the childminder about the management of her setting and looked at relevant documents.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector sought the views of parents from the 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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