

# Childminder report

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Inspection date: 20 June 2022

<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	Good

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

### **The provision is outstanding**

Children are extremely happy and settled. They develop exemplary relationships with the enthusiastic and dedicated childminder and her family. Children display a strong sense of belonging in the childminder's warm and welcoming home. They independently access a wide range of high-quality resources to support their play and learning. The childminder provides children with a thoughtful and ambitious curriculum. It clearly and precisely reflects their individual learning needs. Children are independent and display a can-do attitude. They develop problem-solving skills as they carefully build a toy castle. Children express their creativity. They use paint pens to draw pictures on ceramic tiles. Children persevere as they remove and replace the lids on the pens. They tell the childminder 'It's tricky'.

Children develop excellent communication and language skills. They delight in singing songs and rhymes. The childminder engages children in meaningful conversations throughout the day. They excitedly talk about their experiences at home. Children tell the childminder about the activities they did on a recent holiday to the seaside. The childminder listens intently to what children have to say and fully respects their decisions. They are confident to decline the childminder's invitation to take part in an adult-led activity to make potions with flower petals and water. Instead, children decide to play in the ball pit. They quickly invite the childminder to throw and catch balls.

Children's behaviour is exceedingly good and they fully understand the routines of the day. They know that after they have eaten their lunch, and before they have a sleep, they help the childminder to feed the family's pet reptile. Children sit quietly alongside the childminder to locate the reptile in the glass tank. The childminder is highly skilled at using these everyday routines to enhance children's learning. For example, children develop their understanding of mathematical vocabulary as the childminder asks them if the reptile is under the rock or on top of the leaves.

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

- The experienced childminder provides children with an exceptionally clean, well-organised and homely environment. She has an excellent understanding of how children learn and develop. The childminder knows the children in her care exceedingly well. She makes meticulous assessments of what children know and can do and uses this information to plan precisely for what children need to learn next. Children make exceptional progress in all areas of their learning.
- The childminder ensures the curriculum she provides meets the needs of all children who attend. She supports children with special educational needs and/or disabilities (SEND) extremely well. The childminder meets with other professionals to share information and plan for children's learning and

development. As a result, children with SEND make very rapid progress.

- The childminder is reflective and highly proactive in continuously extending her already outstanding knowledge and skills. She is currently learning sign language and is keen to use this in her practice to support all children to have even more ways to effectively communicate their wants and needs. The childminder has a comprehensive list of training she would like to complete in the future to benefit outcomes for children and enhance her already exemplary practice.
- Children have a wealth of opportunities to learn about the world they live in. The childminder takes children out each day regardless of the weather. Children have fun and develop physical skills as they climb on apparatus in the park. They learn about growth and where food comes from. Children visit the local farm to pick strawberries to eat for snack. The childminder provides children with experiences they may not get at home. For example, she takes them to the swimming baths.
- Children develop an excellent understanding of healthy lifestyles. They have ample opportunities throughout the day for fresh air and exercise. Children understand the reason for washing their hands is to prevent them from catching germs. They sing the handwashing song loudly and remind the childminder that she is not singing the song when she washes her hands.
- The childminder provides children with a variety of light meals and snacks to enjoy during their time with her. She successfully uses mealtimes to support children's learning. The childminder introduces children to new foods, such as blueberries. She describes the taste to them as she puts one into her mouth. The childminder encourages children to try a berry for themselves. Although they are reluctant at first, the childminder offers children encouragement and praises their efforts. Children hold the blueberry and bring it to their mouth, touching it with their tongue.
- The childminder has excellent relationships with parents. She speaks to them at drop off and collection times about children's achievements and care needs. The childminder also uses an online system to share a wealth of information about children's progress. She seeks ongoing information from parents about children's experiences at home. The childminder quickly adapts her planning to incorporate children's emerging interests and any next steps in learning.
- The childminder consistently seeks the views of parents to improve the already outstanding service she provides. Parents are highly complimentary about the quality of care and education their children receive. They comment on the childminder's kind and caring nature and the 'wonderful activities' she provides.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder completes rigorous safety checks on all areas of her home and garden to ensure that she provides a safe environment for children to play and learn. She attends regular training to keep her knowledge and skills updated. The childminder shares her highly comprehensive safeguarding policy with parents, so

they understand her responsibilities too. She has an exceptionally secure knowledge and understanding of safeguarding practice. The childminder demonstrates an outstanding awareness of the signs that may indicate a child is at risk of harm. She understands the procedures to follow should she have any concerns about a child in her care.

## Setting details

<b>Unique reference number</b>	EY476777
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10231885
<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>	2 to 3
<b>Total number of places</b>	4
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	8 September 2016

## Information about this early years setting

The childminder registered in 2014. She lives in Evesham, Worcestershire. She operates Monday, Wednesday, Thursday and Friday from 8am until 5pm, except for bank holidays and family holidays. The childminder provides funded early years education for three- and four-year-old children.

## Information about this inspection

### Inspector

Tina Smith

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in her evaluation of the setting.
- The inspector discussed with the provider her intentions for children's learning and the curriculum she offers.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector and the provider discussed and evaluated a learning activity together.
- The inspector took account of the views of parents through written documentation.
- The inspector looked at required documentation, including evidence of suitability.

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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