

Childminder report

Inspection date: 12 August 2022

Overall effectiveness	Outstanding
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 benefit from care that is expertly tailored to their needs. Their behaviour is exemplary and younger and older children play harmoniously together. The childminder shows absolute dedication to ensuring equity in children's learning outcomes. Therefore, by the time children leave her setting for school or nursery, they have caught up and are ready for the next stage in their learning.

The childminder goes above and beyond to support children who start at her setting not making the expected progress. Where children cannot be seen by other professionals, such as speech therapists, the childminder is proactive in ensuring that children still receive timely support. For instance, she takes children to a nearby city for them to benefit from speech and language therapy classes. This helps children to receive timely interventions and enables gaps to close rapidly.

Children demonstrate high levels of engagement in learning because of the highly stimulating learning environments the childminder plans based on children's interests. Babies become very engrossed in role play and can maintain their concentration for 30 minutes, well beyond what is expected for their age. The childminder, through her skilful questioning, helps children to think of ideas and make predictions in their play. This helps children to develop extremely positive attitudes to their learning.

The childminder has critically evaluated the negative impact COVID-19 has had on children's learning, particularly babies. The childminder ensures her curriculum is reactive to this. For example, the childminder now has a stronger focus on young children's communication and language development. This is helping to reduce inequalities in children's development.

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

- The childminder has developed a curriculum that is highly ambitious for every child. She has expertly identified 'focus areas.' These include teaching children the language of feelings, developing high levels of independence and being confident communicators. As a result, children, regardless of their starting points, become secure in all areas of their learning.
- The childminder sequentially plans the implementation of her outstanding curriculum. For instance, for children to be able to describe their feelings, she provides activities for babies to explore their facial expressions, then links words to describe these, such as 'happy' and 'sad'. Overtime, older children refine these skills and can recognise the feelings of others and themselves. They can recognise when they feel worried and they are confident to communicate this.
- One of the unique elements of the childminder's curriculum is her focus on

providing experiences that children often do not benefit from at home. For instance, she has taken children to a local beach and also to events where children can handle animals, such as owls. These outings give children a sense of awe and wonder, and a love for learning. These regular outings also benefit children because the childminder recognises their preference is to learn outdoors.

- Through the childminder's expertly planned curriculum, children develop a keen interest in books, reading and singing rhymes. The childminder has identified core rhymes that she sings with children. Babies join in by clapping their hands for their actions. By the time children are due to start school, they are familiar with the rhymes and can sing them from beginning to end. This approach helps children to excel in their communication and language development.
- Parents are involved in every aspect of children's learning, including through their continual contribution to children's assessments. The childminder takes her responsibility to support parents to guide their children's learning at home very seriously. For example, where children need additional support with their speaking skills, the childminder models to parents how to use language to support their children and help close any gaps.
- The childminder's curriculum is well thought out to help children learn about similarities and differences, and gain a positive attitude towards others. She does this mostly through visits in the local community but also to more urban areas. This enables her to teach children how sometimes they look or have different beliefs to others in varied communities. The childminder also helps children to learn about different types of relationships, such as gay and heterosexual. This helps children to gain respect and tolerance, and prepares them for life in modern Britain.
- The childminder occasionally works with a registered assistant. While working together, the childminder observes her assistant's practice and identifies ways to build on her already strong teaching. For example, the childminder has coached the assistant to develop further her management of children's behaviour. Now the assistant more skilfully focuses on helping children to recognise the impact of their behaviour on other children's feelings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is highly vigilant in her approach to safeguarding children and supporting their families. She can identify potential harm to children, including neglect and helps children and their families to receive the support they need. The childminder has a very secure understanding of safeguarding risks in the local community, including child exploitation. She has robust procedures to manage safeguarding, including how to respond to allegations against those living and working in the household. Through the excellent curriculum, the childminder helps children to learn how to keep themselves safe. Children know to tell a trusted adult when they are not safe, and learn about what is appropriate content online.

Setting details

Unique reference number	223777
Local authority	Shropshire
Inspection number	10115937
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 12
Total number of places	12
Number of children on roll	14
Date of previous inspection	12 December 2014

Information about this early years setting

The childminder registered in 1999 and lives in Bridgnorth, Shropshire. The childminder holds an appropriate level 3 qualification and works with an assistant part time. The childminder operates all year round, from 7.45am to 5.30pm, Monday to Friday. She receives funding to provide free early education for three- and four-year-old children.

Information about this inspection

Inspector

Scott Thomas-White

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning. He evaluated an activity with the childminder.
- The inspector considered the views of parents and children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of those living and working in the household.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022