

# Childminder report

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Inspection date:

15 September 2022

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## **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 thrive in the care of this warm and welcoming childminder. She develops exceptional relationships with the children in her care and is responsive to their individual needs. The childminder communicates sensitively with children to support their personal and emotional development. She talks through children's personal care routines skilfully as she explains what she is doing, and she gains consent from children to assist them. When young children become a little unsettled, the childminder uses their knowledge of the familiar routine to help them to manage their emotions. Children feel safe, secure and valued.

The childminder's passion for outdoor learning is inspirational. Children learn about the world around them as they engage in rich and varied outdoor learning experiences. For example, weekly forest school-inspired sessions and regular outings in the local community provide children with new and exciting opportunities to practise and enhance their skills.

Children make excellent progress in their learning. The childminder knows the children extremely well and uses their interests to plan fun activities that are considered and built upon. Children confidently lead their own play in the environment, which serves to support and deepen their learning. Children joyfully pick tomatoes off the plant that they have grown and nurtured over the summer. They are encouraged to identify the tomatoes' colour and shape and count how many there are. Children show delight as the childminder suggests that they wash them and eat them with their lunch.

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

- The childminder's commitment to her professional development is exemplary. She continually reflects on her practice and looks for new ideas to enhance curriculum experiences for children. She attends regular training that supports her ambitious vision for her setting. The childminder appreciates the importance of looking after her own well-being and acknowledges the positive impact this has on herself and the children in her care.
- This dedicated childminder has an excellent understanding of how children learn. Her curriculum is designed to meet children's precise needs. The childminder has a very clear understanding of what she wants children to learn and how she will support them to get there. She carefully selects resources to allow children to practise their knowledge and skills over time. For example, children develop their knowledge of colours by exploring red and blue resources as they make marks in sand, explore treasure baskets and read stories together.
- Children show a love of stories. They listen intently as the childminder animates her voice and uses gestures to engage them. Children focus with anticipation as

they remember what is coming next and respond to the childminder's well-placed questions. They recall that the sky is 'up high' and the owl says 'twit-twoo'. Furthermore, children handle the book with care as they turn the pages to look at the different colours and pictures. This love of books and stories enriches opportunities to provide children with important early literacy skills.

- The childminder supports children's communication and language development extremely well. Children have ample opportunities to practise their newly developing language skills. The childminder asks questions as they play and gives them time to think and respond. She skilfully models language to extend their vocabulary. For example, when children say single words, she repeats the words back and extends them to two- or three-word sentences.
- Children's behaviour is excellent. The childminder recognises and values children's unique personalities. Children demonstrate excellent manners at a young age. They understand what is expected of them and are gaining important skills to manage their own care needs and develop their independence. For example, children instinctively know to put their shoes away as they come in from outdoor play, and they attempt to wash their hands independently.
- Relationships with parents are superb. Parents speak extremely highly of the childminder. They credit her for providing experiences and opportunities that they are not always able to. For example, the childminder teaches children important road safety skills. Daily feedback keeps parents well informed of their child's day, and termly reports are shared to update parents about their children's achievements and current targets. The childminder's highly effective partnership with parents helps to ensure that learning opportunities are maximised at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a thorough knowledge of the signs that could indicate that a child is at risk of harm. She knows what process to follow if she has a concern about a child's welfare or if an allegation is made about herself. This helps to keep children safe. Effective risk assessments ensure the safety of children in her care, both on and off her premises. The childminder works in partnership with parents to support young children in developing their understanding of simple instructions to help keep them safe on their many trips and outings.

## Setting details

<b>Unique reference number</b>	EY484215
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10236573
<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>	12
<b>Date of previous inspection</b>	4 October 2016

## Information about this early years setting

The childminder registered in 2014 and lives in the Rugely area of Staffordshire. She operates from 6.45am until 6pm on Monday, Tuesday, Thursday and Friday, and from 6.45am until 9am and 3pm until 6pm on Wednesday. She operates all year round, except for bank holidays and family holidays. The childminder holds qualified teacher status.

## Information about this inspection

### Inspector

Roxanne Mason

### 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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.

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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