

Childminder report

Inspection date:

13 September 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

The childminder and her assistant provide an incredibly warm and welcoming environment where children are happy, safe and well settled. There is an ethos of mutual respect, and the exceptionally warm relationships between adults and children are immediately evident. It is abundantly clear that there are immensely strong links with home. Parents speak of the childminder and her assistant as having the children at the heart of all they do and offering unparalleled levels of support for the children and the family as a whole. The childminder and her assistant value each child as an individual and have planned an exciting, child-centred curriculum.

Children are instrumental in leading their own learning and are able to self-select from a vast range of resources. They play happily and demonstrate consistently high levels of engagement. Children are supported by skilled, knowledgeable adults who have a strong understanding of how children develop and learn. Children are supported to become independent in some self-care routines and hygiene practices, such as putting on their own shoes or getting their own drinks. The childminder and her assistant build children's self-confidence successfully with constant encouragement and praise. Children are polite, kind and respectful to each other and adults. They behave exceptionally well.

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

- Children's individual interests are considered in the planning of highly engaging activities that provide challenge and enable each child to learn at their own pace. The childminder and her assistant liaise with parents very effectively to share information about children's learning and development.
- The setting is clean, comfortable, welcoming and extremely well resourced. It is somewhere that children are truly nurtured. The childminder and her assistant encourage and facilitate children's growing independence from a very early age. For example, young children get their own cups and water, use cutlery correctly at mealtimes and are encouraged to try to put their own hats, shoes and coats on. Children are actively encouraged and supported to take and manage their own risks. For example, they try new activities, such as using the 'big slide'.
- The childminder and assistant support the development of children's communication and language extremely well. They talk to children about their play, asking questions that broaden their knowledge and encourage further thought and discussion. For example, when a child finds a 'wiggly worm', the assistant asks, 'I wonder what other creatures wiggle ... or slither?' This, in turn, encourages a further discussion about snakes and caterpillars.
- Children have ample opportunity to spend time outside and often choose to be in the large garden. They take advantage of the immense space and fantastic

learning opportunities offered across multiple areas of learning. Children explore the different patterns they have left using a range of vehicles in the sandpit. They fill and empty containers with confidence as they build sandcastles and then make 'a birthday cake', which leads to them adding 'candles' and singing 'Happy Birthday'.

- Healthy eating is exceptionally well promoted. All children benefit from freshly prepared, home-cooked meals, which are based on their dietary requirements. The childminder and assistant talk to children about their meals to help enrich children's understanding of their own nutrition. For example, children are encouraged to identify the different types of vegetables on their plates and learn how eating fruit and vegetables help us stay healthy.
- Parents refer to the childminder as being like a member of the 'extended family'. Without exception, they comment extremely positively about the childminder and her assistant. They say that they both work really well together and offer unparalleled levels of support for the children and the family as a whole. Parents say that the communication is exceptional and that the information they share about their children is used well. Parents say that their children love going and are always happy and keen to share what they have done each day. Parents further praise the extremely effective communication and say they are kept well-informed of their child's progress.
- The childminder and her assistant really get to know the children in their care. They have a consistently clear, child-centred approach to learning. The childminder and her assistant plan and provide interesting activities and opportunities. These are individually tailored to enable all children to make rapid progress in all aspects of their learning and development. They are reflective practitioners who meet regularly to assess their own practice. They access training to keep their knowledge fresh and to improve outcomes for children, and they continually strive to improve the quality of their already exceptional provision.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is a high priority. The childminder makes sure that her and her assistant's knowledge of safeguarding is up to date. The childminder has a secure understanding of her role as designated safeguarding lead. She and her assistant can both identify possible signs and indicators of abuse and explain what they would do if they had concerns about a child's safety. They are also aware of how to deal with accidents and injuries effectively. The childminder has a robust recruitment process. She ensures that all associated people remain suitable and relevant records are maintained. The indoor and outdoor environments are checked regularly for potential hazards, and they take steps to minimise these so that children can play safely.

Setting details

Unique reference number	223631
Local authority	Shropshire
Inspection number	10115933
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	0 to 13
Total number of places	12
Number of children on roll	25
Date of previous inspection	29 September 2015

Information about this early years setting

The childminder registered in 1987 and lives in Ellesmere. She operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has early years teacher status and works with one assistant.

Information about this inspection

Inspector

Sarah Dukes

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 provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector spoke with the childminder and her assistant throughout the inspection.
- The inspector observed the quality of education and care being provided and assessed the impact this has on outcomes for children.
- The inspector considered the views of parents.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the adults and children in the setting.
- The childminder showed the inspector the premises and explained how they make sure they remain safe and suitable.

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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