

Childminder report

Inspection date: 5 October 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	Good

What is it like to attend this early years setting?

The provision is outstanding

Children are exceptionally well cared for in this outstanding setting. The childminder works alongside her co-childminder to ensure that children receive an extremely attentive, nurturing and caring experience. Their positive interactions with each other and children is inspirational. Cuddles are in abundance, alongside reassurance, so that children feel confident to try new experiences. Consequently, children feel extremely safe and secure.

Children gain experience to be independent. They find their own pegs to hang their coats and bags on and place their own 'picnics' from home in the outdoor fridge. Children can freely choose from an exceptionally wide range of resources which are designed to inspire and ignite their curiosity. Bowls of autumnal objects are explored. Pine cones, acorns, conkers, different-coloured leaves and woodland animal toys are investigated and talked about. Young children enjoy feeling the textures in 'That's Not My' books. Resources are provided to support learning in line with children's current interest. For example, young children love animals. A jigsaw with animals is introduced. Children use their fine motor skills to pick up the jigsaw pieces, and they make the noises of the animals.

There is a strong emphasis on developing children's communication and language skills. Children learn new words when exploring different vegetables. They look, feel and smell them, and the childminder introduces words to support their growing vocabulary, such as 'crunchy', 'sweet', 'hard' and 'smooth'.

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

- The childminder and her co-childminder gather lots of information about children when they start. This enables them to meticulously plan for what they want children to learn in line with their likes and dislikes. The ambitious curriculum provides superb support for all children. The childminder and her co-childminder regularly review and evaluate their practice to ensure that the quality of teaching is excellent and that children receive the very best care. Consequently, all children make good or outstanding progress in their learning.
- Children develop awe and wonder of the world around them. They go on lots of trips to the park, arboretum and other places of interest. Children particularly enjoy going to the local church and its grounds. They sit and listen to birds and take walks down secret paths to pick blackberries.
- All children sustain high levels of concentration and perseverance in activities. Children enjoy a healthy snack of strawberries, and even very young children relish the opportunity to use specially designed serrated knives as they persevere to cut their own strawberries.
- Early mathematical skills and language are promoted. Children look at puzzles

and match corresponding numbers and animals. They enjoy sharing and playing with each other. Children roll a ball to each other and follow instructions such as 'roll it slowly' and 'roll it fast'. Children want to help each other. When the youngest child awakes from sleeping, others want to help by fetching their drink, and they invite them into their play. Children behave impeccably well.

- Support for children with special educational needs and/or disabilities is superb. The childminder and her co-childminder carry out research and training to provide speech therapy to help children who may need extra support. This ensures that all children receive outstanding education which is appropriate to their level of development and need. Equality and diversity are interweaved throughout the setting, which teaches children to recognise that everyone is equal. A wide range of resources, such as toys and books to promote diversity, ensures that every child feels valued.
- Communication, language and literacy are promoted exceptionally well in the curriculum. Children enjoy listening to stories and singing nursery rhymes with actions. They have a word of the week to learn. For example, older children learn the word 'enclosure'. This links to children's interests of animals and they make their own 'enclosure' to house their toy animals.
- Partnership with parents is amazing. Parents show their appreciation for the childminder and her co-childminder. Their written feedback states that they are 'overwhelmed with the effort and input' and that their children enjoy 'awesome adventures'. They say that the care their children receive is 'second to none' and that the childminder and her co-childminder make a 'huge impact'.
- Excellent relationships with local schools and other childcare settings ensure that children are extremely well supported. Information about children's progress is shared at meetings in advance of their transition to school. This ensures that accurate information is given to further support the children in their learning.
- Children gain good knowledge and understanding of how to keep themselves safe and healthy. All children, including the youngest children, are given flannels and encouraged to wipe their own hands and face after eating. Since the COVID-19 pandemic, a sink has been installed outdoors so that children can wash the germs away before entering the premises. Children who have naps in the day are wrapped up warmly and sleep outdoors, under cover in the fresh air.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undergoes extensive training to ensure that she has an excellent and extremely in-depth knowledge about child protection. Meticulous care is taken to learn and understand the different local authorities' procedures to follow if she has concerns about children in her care. This ensures that children who attend from different areas are well protected. The childminder ensures that all areas of the premises are safe. Detailed risk assessments are carried out. This includes ensuring that activities are age appropriate with no small parts for the youngest children and that the swimming pool is safe when it is used in the summer.

Setting details

Unique reference number	209382
Local authority	Staffordshire
Inspection number	10234330
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 9
Total number of places	6
Number of children on roll	27
Date of previous inspection	25 November 2016

Information about this early years setting

The childminder registered in 1996 and works from her co-childminder's house in Tutbury, Staffordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Johanna Holt

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 childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared written views of the setting, which the inspector reviewed.

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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