

# Childminder report

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Inspection date: 10 October 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

Good

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

### The provision is outstanding

Children are content and demonstrate a great sense of belonging in the childminder's home from the outset. The childminder greets the children with warmth and affection. The childminder creates an exceptionally stimulating and exciting learning environment. Children begin their day with stretching and breathing exercises. They are incredibly excited and engaged in balancing on one foot, jumping like little frogs, squatting like rabbits, and stretching their arms like butterflies' wings. Children talk with the childminder about how the trees are moved by the wind and observe how breathing influences their bodies. Children demonstrate excellent control of their large- and small-muscle movements and rapidly learn to negotiate their space effectively.

The childminder focuses sharply on supporting children in developing basic ethical and cultural values. Children display excellent manners and incredible kindness towards each other. They learn to care for other people's feelings and to respect their boundaries, as well as their own. Children learn about the world, different cultures and different ways of living. The childminder is a superb role model for children. Children benefit from many thrilling stories and joyful songs throughout the day, which support their language skills exceptionally well. Children are skilful communicators who learn to express their thoughts and feelings confidently. For example, when a child gets upset, the childminder encourages the child to identify the emotions, discuss various reasons why those feelings are needed and valuable, and find effective ways of dealing with them. This helps children to identify and gradually self-regulate their feelings exceptionally well.

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

- Children are incredibly independent. They set up the table for meals and follow instructions really well. The childminder continually encourages children to be independent and think about their actions to keep themselves safe. For example, before they pull themselves up to sit on the chair, young children know to put down things they are holding.
- The childminder behaves as an incredible role model during mealtimes. She eats meals with the children and demonstrates how to be mindful during eating. She explicitly talks about her healthy choices, such as crunchy carrots. This helps children to make their own healthy choices and sparks a discussion about why healthy food is suitable for their bodies. Furthermore, the childminder encourages children to recognise the feeling of fullness after their meals and the effect food has on their bodies.
- The childminder introduces many mathematical concepts particularly well. For example, she plays a game that teaches positional language and asks children to put small-world figures on a boat, next to a boat and under a boat. Children

count in sequence and use their small-muscle movements exceptionally well to manipulate small objects and tools.

- The childminder ensures that all toys are organised and clean in order to keep her house exceptionally well maintained. Children are encouraged to take care of their environment and their resources. For example, children wash their hands after snack to ensure that they do not pass leftover food onto their toys. Children respect their environment and recognise each other's efforts.
- The childminder places particular emphasis on the joyful learning process, and not just the outcome, of the children's education. She teaches children to be persistent and to look for solutions to their problems independently before asking for adult support. For example, when children struggle to join construction bricks, after a couple of attempts, they ask confidently for help from their peers. When they achieve their goal together, they are excited and motivated to build more. The childminder challenges children to stretch their thinking of what could be possible. For example, she asks, 'What will happen if you add one more brick?'
- Children are at the centre of the childminder's exceptionally well-planned and executed curriculum. Children progress rapidly in all areas of learning. The childminder carries out termly assessments of children's progress and development and shares them with parents. Children benefit from wide-ranging choices of outdoor activities, developing their large muscles and their awareness of positioning their bodies and objects into spaces.
- The childminder works exceptionally well with parents to provide children with the best start in life. Parents are regularly informed about their children's progress and are invited to contribute their input to the education planning. Parents praise the childminder's passion and say that she shows 'incredible devotion to creating a peaceful and creative environment for their children.'

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has extensive knowledge of safeguarding arrangements. For example, she demonstrates outstanding knowledge of county lines and honour-based crimes, signs and risk factors. She confidently discusses the steps she would take should she believe that a child might be at risk of harm. The childminder actively promotes children's well-being and effectively teaches children how to keep themselves safe. She recognises that certain individuals or groups of children may be more vulnerable to abuse or neglect because of risk factors in their environment. This ensures that she can identify and effectively promote children's safety and well-being.

## Setting details

<b>Unique reference number</b>	268472
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10234467
<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>	12 to 96
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	27 January 2017

## Information about this early years setting

The childminder registered in 2001 and lives in Nuneaton, Warwickshire. She operates all year round, from 7.45am to 5pm, Monday to Friday, except for bank holidays.

## Information about this inspection

### Inspector

Anna Makowska

### 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 childminder.
- The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate  
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Manchester  
M1 2WD

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