

# Childminder report

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Inspection date: 11 October 2022

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<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Outstanding</b>
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Leadership and management	<b>Outstanding</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children absolutely thrive in this highly engaging environment. The childminder knows each child exceptionally well and nurtures each one as an individual. The childminder has an excellent knowledge and understanding of how children develop and learn. She offers a well-designed curriculum and expertly supports all children to make superb progress in all areas of learning. For example, when children are hunting for fossils and dinosaurs in the sand tray, she uses visual aids and questioning to help them identify the dinosaurs they find. As children decide to fill a bucket with sand, she provides challenge and encourages them to think as she asks, 'How many scoops do you think it will take to fill up your bucket?' Children are proud of their own achievements, which the childminder praises enthusiastically.

Children benefit from freshly prepared, nutritious meals and snacks. They are given the opportunity to make their own choices about what they will eat. The childminder uses this as a further teaching opportunity. For example, children are asked whether they would like bread or a bagel as a carbohydrate choice, and ham or chicken as a protein. Children learn about the healthy plate and importance of a healthy balanced diet from a very young age.

Children are exceptionally well behaved. Children are aware of the expectations and boundaries of the setting. They show that they care for and respect each other. For example, when one child falls off a bike, her friend shows genuine concern and offers to help her up. This provides consistency and supports children's emotional development by helping them to feel secure.

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

- The childminder has acted effectively on the recommendation in her last inspection. For example, she makes fantastic use of 'I wonder...' statements and asks children to explain their thinking. This challenges children's knowledge and gives them opportunity to demonstrate their understanding.
- The childminder supports children's communication and language development exceptionally well. For example, she introduces specific vocabulary and takes opportunities to use it with the children as they play. Children have a wide and adventurous vocabulary. For example, children know that palaeontologists search for fossils.
- The childminder has a clear, ambitious curriculum. She has an excellent understanding of how children develop. She makes extremely effective use of assessment to identify any potential gaps and implement next steps so that children do not fall behind. Children are also given the opportunity to identify their own next steps. For example, they express a desire to learn to hop. This

gives them ownership of their own learning and improves their self-esteem.

- The childminder uses books and stories to extend children's knowledge and understanding. She is extremely skilled at incorporating different areas of learning and providing innovative experiences which capture and build on children's interest. For example, when reading a book about dinosaurs and exploring the words 'glide', 'swing' and 'whack', she encourages the children to 'move like dinosaurs' and models the actions. This further engages children in the story and strengthens their understanding of the words.
- Parents are helped to support learning at home. For example, the childminder provides high-quality home learning packs, tailored to the individual needs of the children. This provides continuity and support for children's learning development.
- Children have numerous opportunities to become increasingly independent. They are taught to take and manage appropriate risks skilfully. For example, they cut and slice their own fruit at snack time and put on their own shoes to go outside. This helps them to develop some essential skills that they will need later on.
- Equality and diversity are carefully woven throughout the childminder's curriculum. Different cultures are celebrated, and the childminder ensures that children know that there are other differences too. For example, they have open conversations about limb differences. A range of resources that represent a diverse society are readily available. Children recognise and respect the similarities and differences of people in the local and wider community.
- Parents say that the childminder does 'everything really well'. They say that their children are helped to settle with a tailored approach and lots of support and patience. They are kept up to date with what children do each day and the progress they are making. Parents say that they feel 'listened to' and that they would recommend the childminder.
- The childminder is wholly committed to continuing her own professional development. She is extremely proactive in accessing training to improve her already excellent practice so that she can improve what she offers to children and their families.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety is of paramount importance. The childminder has an excellent understanding of her role and responsibilities in regard to keeping children safe. She can identify some of the possible signs and indicators of abuse and knows what to do, including who to contact locally, if she has concerns for a child's safety. The childminder holds a current paediatric first-aid certificate and knows how to deal effectively with accidents and injuries. She has a robust system in place for recording these. The childminder ensures that all people living on the premises remain suitable. She conducts regular checks on the indoor and outdoor environments for potential hazards to enable children to play safely.

## Setting details

<b>Unique reference number</b>	EY498196
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10236780
<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 5
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	10 January 2017

## Information about this early years setting

The childminder registered in 2015. She operates from 7.30am to 4pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 5. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sarah Dukes

### 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 spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had had on children's learning.
- Parents shared their views of the setting 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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