

Childminder report

Inspection date: 27 January 2023

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 flourish in this inspiring childminder's home. They are extremely happy and relaxed and talk to visitors with great confidence. Children form strong attachments with their childminder, who shows a sincere interest in them. They confidently ask for help when they need it and can tell the childminder when they are upset. The childminder follows children's interests extremely well, ensuring they are highly motivated and engaged in their learning. She identifies accurate starting points by skilfully carrying out observations of the children to identify gaps in their learning. Furthermore, parents are actively kept informed of how to support their children within the home. Children are exceptionally well prepared for starting school.

The childminder goes above and beyond to provide children with a range of rich outdoor learning experiences that help them to learn about the world around them. For example, they benefit from celebrating festivals and going out on regular outings. They visit the arboretum, local nature reserve and other places of interest. The childminder talks positively about the impact of forest school sessions at the arboretum. Children take appropriate risks while accessing varied tools and equipment in the forest school sessions. Furthermore, children demonstrate awe and wonder as they name and find different types of birds in the nature reserve. They delight in excitement as they hear the birds singing. Children observe the birds as they fly in to eat the seeds they have sprinkled for them. They quieten their voices so that they do not 'scare' the birds away. Children consistently cooperate and are highly motivated as they talk and chat happily. Children are captivated by the rich learning experiences available, which helps them build secure foundations for learning.

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

- The childminder is an excellent role model for children. She is calm and patient and is passionate about the care and education she offers. The environment and atmosphere she has created enable children to feel valued and respected. Children are kind and polite to each other, and they have positive attitudes to their learning as they play. For example, children engage and listen to each other as they count hops and jumps and praise each other, saying, 'well done'. Their behaviour is exemplary.
- The childminder carefully plans activities that excite and engage children. She supports children to learn about oral health and hygiene in fun ways. For example, children delight in handling large play teeth and exploring toothbrushes. Children learn words such as 'molars' and 'gums' when handling the teeth. She extends this learning by talking to the children about visiting the dentist and ensuring children have their own toothbrushes and toothpaste at

home, which promotes and embeds good toothbrushing routines.

- Children are naturally inquisitive. They ask about plants and how they grow. The childminder skilfully uses incidental opportunities as she supports children to measure house plants and to talk about how plants grow. Children name parts of a plant with great confidence. During their play, they learn and use language of measurement, such as 'tall' and 'centimetre'. Children excel in their mathematical development.
- Children develop their communication and language skills to very high levels. The childminder skilfully presents new words to help extend children's vocabulary and introduces early phonics through her high-quality interactions while making soup together. She talks to the children about how vegetables grow and encourages children to recall their previous visit to the farm. Children talk about healthy eating. They sustain high levels of concentration and perseverance as they respond to the childminder while they 'peel', 'chop' and 'cut' the vegetables safely. Children make lots of connections in their learning.
- The childminder has high expectations of all children in her care. Children tidy up after themselves, pour their own drinks when they are thirsty and put on their shoes and coats. They know they need to wash their hands before preparing food or having snack and after they have been outdoors. This helps children to develop excellent independence skills.
- The childminder has been highly effective in ensuring children close gaps in their learning that may have developed as a result of the COVID-19 pandemic. She has identified and provided specific support that the children have needed during and since the pandemic. This has helped children to continue to make excellent progress.
- The childminder has established very effective relationships with parents. She shares information about children's learning and progress and how this can be further extended at home. Parents are delighted about the opportunities for children to prepare healthy meals and how this has enabled them to try new foods. They report that their children have made excellent progress so far and say their children have 'thrived' and 'come on in leaps and bounds'. They also comment on the childminder's enriched curriculum and her flexible practice.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are given the highest priority. The childminder has a clear understanding of her role and responsibilities in keeping children safe. She can confidently identify the signs that a child may be at risk of harm and knows what to do and who to contact if she has concerns. She regularly refreshes her knowledge of child protection matters, such as 'Prevent' duty, and the most prominent local safeguarding concerns through the training she attends. The childminder helps children to feel safe and secure. She thoroughly risk assesses outings and follows her own procedures to ensure that children are kept safe.

Setting details

Unique reference number	255730
Local authority	Dudley
Inspection number	10263139
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	3 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	21 April 2017

Information about this early years setting

The childminder registered in 1997 and lives in Dudley, West Midlands. She operates all year round, from 7am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Reena Rai-Aheer

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 and the inspector completed a learning walk of her home together to discuss the childminder's intentions for children's learning.
- The childminder and inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- The inspector spoke to parents and children during the inspection and took account of their views. She also took account of written views of parents provided to her.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching on children's learning.

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
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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