

Childminder report

Inspection date: 27 April 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

On arrival at the setting, children separate from their parents/carers eagerly as they are warmly greeted by the experienced and exceptional childminder. They form incredibly strong bonds with the childminder during bespoke settling-in sessions that are tailored to meet each child's unique needs. Children thrive from the start and, as a result, they progress rapidly in their learning. Children demonstrate high levels of respect for one another and the childminder. Older children demonstrate impeccable behaviour as they comfort younger children, share resources and use their manners.

The childminder has developed a curriculum that encompasses her expansive knowledge of how children learn. Children are highly motivated to engage in independent play with a range of resources that have been carefully selected to meet their individual developmental needs. For example, children delight in exploring a range of natural resources alongside the childminder, whose exceptional interactions excite the children. The childminder's precise knowledge of each child is evident as she differentiates opportunities to engage every child. This means that children's experiences are coherently arranged to build the secure knowledge and skills they need for future learning.

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

- The childminder creates a curriculum that centres on how children learn and prioritises the prime areas of learning. The consistency with which the childminder implements the curriculum intention means that children make exceptional progress.
- The childminder uses assessment precisely to ensure that the learning opportunities provided build on what children already know and can do. For example, the childminder clearly identifies what skills children need to be school ready. She swiftly recognises gaps in development and provides resources and support to address these.
- The childminder's high expectations of children's behaviour results in children showing high levels of confidence in social situations. Children excitedly greet the inspector and show them what they are exploring.
- Children have extremely positive attitudes towards learning. This is demonstrated through high levels of curiosity, concentration and enjoyment as children explore the vast outdoor space. This ensures children make the best possible progress.
- The childminder's interactions with children are notable. She recognises that children are capable of understanding complex concepts when communicated in an age-appropriate way. For example, when the children notice that seeds are falling from the trees, the childminder explains where seeds come from. She

later provides resources for children to enable them to explore seeds in different ways. This extends and embeds children's learning.

- The childminder continually and consistently introduces new vocabulary to children. This means that children secure strong foundations in communication and language. The childminder furthers children's literacy skills as she encourages them to develop a love of books and reading. She introduces books to cover subjects such as behaviour, healthy eating and different cultures. This helps children to recognise that print carries meaning and prepares them to be fluent readers.
- The childminder is nurturing. Children's emotional well-being is extremely important to her. She skilfully threads learning about emotions and feelings throughout the day, where appropriate. This contributes to the children's overall health and sense of belonging.
- The childminder is highly critical of her own practice and is able to identify areas of development. This information is used to determine future training, which continually builds and develops her own knowledge. This translates into strengthening the already exceptional standard of teaching and practice.
- The childminder is extremely aware of children's individual needs. She prioritises establishing exceptional relationships with the children and their families. This ensures that she is able to tailor activities and experiences that are inclusive for all children.
- The childminder is highly successful at giving children a rich set of experiences. Children benefit immensely from going out in the wider world, exploring both the rural and urban surroundings. This helps to promote an understanding and respect for people and communities beyond their own.
- Communication with parents is exceptional. Parents speak incredibly highly of the nurturing childminder and feel assured that their children are safe and well looked after. The childminder ensures parents know their children's next steps in learning and provides them with strategies to continue to support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder prioritises safeguarding. The environment is exceptionally clean and well maintained. The childminder identifies risks and ensures these are managed well. This helps to keep children safe. The childminder undertakes routine safeguarding training and ensures she is regularly updated about any changes to safeguarding procedures. The childminder understands her safeguarding responsibilities to protect children from harm. She knows the signs of child abuse or neglect. She also has a very good understanding of the 'Prevent' duty, county lines and female genital mutilation.

Setting details

Unique reference number	224587
Local authority	Stoke-on-Trent
Inspection number	10264113
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	1 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	23 May 2017

Information about this early years setting

The childminder registered in 1993 and is located in Stoke-on-Trent. She operates all year round from 7.30am to 6pm, Monday, Tuesday and Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 2.

Information about this inspection

Inspector
Laura England

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 they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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