

Childminder report

Inspection date: 8 June 2023

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

The provision is outstanding

Children truly thrive in the care of this kind and nurturing childminder. She has high aspirations for all children. Children benefit greatly from the high-quality learning opportunities the childminder offers through her ambitious and well-planned curriculum. Children are confident and enthusiastic about their learning. They explore the stimulating and enriching environment with confidence, consistently demonstrating a can-do attitude as they freely explore and investigate. The childminder is exceptionally skilled at weaving her excellent teaching into their play. This builds and extends children's knowledge and skills, enabling them to make excellent progress.

Children form extremely secure attachments with the childminder. They show that they feel emotionally safe and secure. For example, children who need comfort or reassurance receive cuddles in abundance. Children are highly respected and valued. They are constantly praised and encouraged. This supports children's emotional development superbly.

The childminder recognises when very young children need help and support to understand how they are feeling. She skilfully and gently explains to them how their actions affect others. Children learn to recognise and understand their own and others' feelings. As a result, children learn to behave very well.

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

- The childminder's teaching is excellent. She expertly adapts group activities accordingly for all children, respectful of their age and stage of development. For instance, when preparing freshly picked strawberries to make jam, older children use knives appropriately to cut the tops off, whereas younger children use a masher and fork to squash them. This enables children to access learning and make continued progress from their starting points.
- The childminder knows the children extremely well and uses continual assessments to identify their next steps for learning. These are addressed swiftly. Children have the support and experiences they need to achieve them. For example, children who need to develop their fine motor control have ample opportunities to practise this during play activities such as threading, pulling, cutting and pouring. Consequently, all children make rapid progress.
- Children have many opportunities to learn about their own and other family customs. They benefit from a range of experiences and resources that is representative of a diverse society. They learn about cultures and festivals such as Eid through stories and craft activities. Children talk about their similarities and differences, for example, they compare hair colour. This helps children to develop an understanding of their own uniqueness and strengthens their

knowledge of the wider society in which they live.

- Children become thoroughly engaged in stories and songs. The childminder is exceptionally skilled at capturing their interest with her enthusiastic and engaging manner. Children talk excitedly about what they can see in books. They enjoy changing the words of familiar rhymes to make up 'silly songs'. The childminder models language extremely well and teaches children new words such as 'invertebrates', broadening their vocabulary well. Children develop excellent communication and language skills.
- Children are incredibly independent. They put on their own shoes and sun hats before going outside. Children chop and slice fruit and vegetables as they help to prepare their own picnic lunches. They become increasingly confident in their own ability to do things for themselves. This helps to prepare them for future learning effectively. They develop excellent independence because they are exceptionally well supported.
- The childminder's incredibly high level of personal ambition and pursuit of excellence is inspirational. She constantly reflects on her practice and actively seeks training that will help her to improve outcomes for children.
- Partnership with parents is strong and extremely effective. Without exception, parents speak extremely highly of the childminder. They say that children enjoy going to the childminder's home. Parents value the information that the childminder shares about their child's learning and development. This enables them to further support their child's learning at home. Parents feel very well supported.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding. She completed mandatory safeguarding and paediatric first-aid training. The childminder has a thorough understanding of the signs and symptoms that may indicate a child is at risk of harm. She knows how to report concerns if she is worried about a child's welfare. The childminder conducts thorough risk assessments of the environment and resources, including planned outings. She teaches children to manage their own risks such as holding hands when walking near the road. The childminder ensures that the children she looks after can play and learn safely.

Setting details

Unique reference number	EY489919
Local authority	Worcestershire
Inspection number	10285396
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	12
Date of previous inspection	4 October 2017

Information about this early years setting

The childminder registered in 2015 and lives in Bewdley. She operates all year round, from 7.30am to 5.45pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Sarah Dukes

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 together to discuss the intention for children's learning.
- The childminder showed the inspector around the whole premises, including the outdoor environment.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation.
- The inspector took account of parents' views about the setting.

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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