

# Childminder report

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Inspection date: 9 June 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good



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

### **The provision is outstanding**

Children can be themselves in this outstanding setting. The childminder encourages children to approach learning in their own way and to have fun. This leads to children's love of learning, including of reading. Children have high levels of motivation to learn through enticing activities. Children have a go, and they think of ideas to solve problems.

The relationships between the childminder and the children are lovely. They show great warmth for each other during story times. In the garden, they have wonderful rapport that is demonstrated through their joint adventures and excitement for exploration.

The childminder has high expectations of children's behaviour. She teaches children about right and wrong and makes her expectations of children very clear. This helps children to understand the importance of following instructions, respecting rules and taking responsibility for their own belongings. Through the planned activities, children learn about making choices and why sometimes they do not always get what they choose. This helps children to develop an early understanding of the concept of democracy, preparing them for life in modern Britain.

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

- The childminder promotes the children's and her own well-being strongly. She has considered her daily routines to plan daily yoga activities, helping to promote children's positive mental well-being. These activities also form part of the childminder's innovative curriculum for physical development. Children move in different ways. For example, they flap their legs like a butterfly and crouch like a dog. This helps children to develop their agility and learn how to move without bumping into others or objects.
- The childminder clearly understands the purpose of assessment and uses it precisely to understand what children know and can do. She engages parents in assessment because she works with them as partners to enable them to support their child's learning at home. Parents talk positively about the daily journal they receive with information about their child's learning. The childminder carefully manages her workload to ensure assessment does not take up too much of her time.
- The childminder has a very strong knowledge of child development. This is developed through targeted professional development, especially through research. This has enabled the childminder to refine her teaching and curriculum over time. The childminder understands the importance of children's daily physical activity and provides varied opportunities for this. She teaches children



essential physical skills, such as swimming at the local pool.

- The rate at which children acquire and use new vocabulary is impressive. The childminder introduces new technical vocabulary when children look up at the sky at aeroplanes. The childminder labels the 'contrails' left behind by the aeroplane. Younger children use language they have heard and repeat words, such as 'honey', while they watch bees collect nectar from flowers. The childminder knows children's interests, such as dinosaurs. She provides toy dinosaurs for play and verbally labels them. This enables two-year-olds to use complex language, such as 'parasaurolophus', correctly in their imaginative play.
- The childminder understands the adverse impact that the COVID-19 pandemic has had on children's personal, social and emotional development. She has developed an ambitious curriculum that allows younger children the opportunity to play in parallel to other children as well as joining in with whole-group activities. These children are highly sociable, and their social development is now as expected for their age.
- The childminder has carefully planned her curriculum and delivers it through rich learning experiences that enhance children's learning tremendously well. The childminder clambers into the sandpit with children to join their play. She observes children using sticks to make marks in the sand. Older children form recognisable letters, while young children give meanings to the marks they make. The childminder encourages children to use their bare feet to make marks in the sand with a stick, introducing the concept that some people do not have hands and use their feet to do things. Children then have a go to experience this for themselves. The childminder extends learning even further to help children recall how apes use their feet to help them open bananas.
- The childminder uses her daily routines and the resources to precisely target children's learning. She leads enchanting daily story times that engage younger and older children for over 20 minutes. The learning for children is rich and varied. Children repeat refrains from the story and say 'the best wedding yet' repeatedly. Children choose books that they want to read from the wide range of good-quality books that are accessible to them.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding up to date through ongoing professional development. She understands local safeguarding needs and issues and addresses these appropriately. For example, the childminder keeps children safe online because she knows children communicate more using technology due to their rural location. The childminder is secure in her understanding of local safeguarding procedures, including how to manage allegations. She has securely embedded safeguarding in her curriculum to teach children how to take and manage relevant risks. For instance, while out walking, the childminder teaches children to move out of the lane when a tractor is coming.



## Setting details

<b>Unique reference number</b>	EY463298
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10288879
<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>	0 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	3 November 2017

## Information about this early years setting

The childminder registered in 2013 and lives in Prescott, Shropshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder is registered to provide funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Scott Thomas-White

### 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 discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children communicated with the inspector during the inspection. The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning. He evaluated an activity with the childminder.
- 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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