

Childminder report

Inspection date: 7 June 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 blossom in this stimulating, exciting environment. Superb relationships between the childminder, the children and each other are apparent. Affection and cuddles are readily given and received. Children's enthusiasm and motivation to engage in activities is infectious. They eagerly play the game 'I spy' focusing on colours of things they can see around them.

Praise, encouragement and an enabling environment builds children's confidence and self-esteem. They confidently share their ideas and opinions and recall and reflect on past events and activities.

Children delight in visiting various places of interest to see, talk and learn about different animals. They explain how horses like to eat grass and that they have to be careful when stroking them because they can sometimes bite. Children are inquisitive and eagerly share what they already know. They recognise meerkats, alpacas and sheep and recognise how meerkats climb and look around them to see what's happening. Children confidently identify differences between various animals and fish and show great excitement when they see a large snake coiled in a circle. Children recognise which of the hamsters they see are big, those that are small and those that are tiny.

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

- The childminder plans a rich curriculum, both indoors and outdoors, that challenges and maximises children's learning. She continually supports and extends children's language and communication. Through skilful questioning, the childminder encourages children to build on what they already know. Children delight in recalling past events and activities and share their experiences.
- The childminder has high expectations for all children in her care. She and her assistant continually share their ideas with each other for continually enhancing children's learning. This enables them to build on an ever-evolving curriculum, taking into account, and differentiating for, the children's abilities and next steps. Learning intentions are sharply focused and support children to make the best possible progress.
- Children behave superbly. They continually use their manners and show kindness, respect and care for each other. Positive praise and encouragement from the childminder builds strong, confident individuals. Clear and consistent boundaries help children to develop a secure understanding of right from wrong. The childminder is an excellent role model. She recognises and celebrates children's efforts and achievements.
- Partnerships with parents are strong. Highly effective routines for gathering information about children's routines and needs means that care is sharply

tailored to meet those needs. Excellent communication between the childminder and parents means that all parties are fully aware of children's progress and achievements. Ideas for continuing children's learning at home are shared with parents, which ensures a consistent approach between both parties.

- Children's health and well-being is given high priority. Individual dietary needs are well known and met. Mealtimes are a very social occasion. Children make informed choices about the foods that are available to them. They talk about where foods come from and what people eat in other parts of the world. The childminder encourages children to share their own experiences of foods that they have tried and those they enjoy eating.
- Children understand the importance of washing their hands at appropriate times during the day. Independence is encouraged, while support is always provided where needed. Children are able to rest when they wish to and enjoy sitting quietly looking at books either alone or with the childminder. Fresh drinking water is freely available, and children are encouraged to drink regularly, especially during warmer weather. Safety in the sun is encouraged and children understand the need for sun cream and to wear a hat when playing outdoors.
- Children learn about similarities and differences and thoroughly enjoy talking about things they have experienced with their families. They enjoy learning about and researching cultural events and celebrations with the childminder. Resources, books and pictures reflect positive images of families other than their own and people with differing abilities.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is assured through the robust safety measures in place in the home. Security measures mean that children cannot leave the premises unsupervised, and no one can gain access unless invited into the home. The childminder's knowledge of safeguarding children is excellent. She fully understands the signs that may indicate a child is at risk of harm and abuse. The childminder is knowledgeable of the procedures to follow to ensure that children remain safe, including if she had concerns about a colleague's practice. Recruitment procedures and ongoing monitoring of her assistants practice and suitability means that children remain safe.

Setting details

Unique reference number	504870
Local authority	Staffordshire
Inspection number	10294035
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 3
Total number of places	12
Number of children on roll	12
Date of previous inspection	30 August 2018

Information about this early years setting

The childminder registered in 1993 and works with a co-childminder. She lives in Great Wyrley, Walsall. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 qualification. She is in receipt of funding for early education for three- and four-year-old children.

Information about this inspection

Inspector

Tracey Boland

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 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 provided the inspector with a sample of key documentation on request.
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- The inspector spoke to children, to find out about their time at 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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