

Childminder report

Inspection date: 23 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children have daily opportunities to immerse themselves in the indoor and outdoor spaces. They benefit from a wealth of learning experiences matched to their interests and learning needs. An abundance of books are used to ignite children's imagination and to increase their language development. Their favourite stories are used creatively to provide inspiring activities. For example, children recreate a blizzard from a familiar story using flour mixed with water, and they pretend to walk play figures through the mud. They show excellent levels of interest as they lead their play and repeat words and phrases from the story.

Children skilfully roll dough into perfect circles and have excellent scissor control as they cut it in half. The childminder knows how children learn best and makes the very most of children's spontaneous play. For example, children are encouraged to use mathematical language and explore mathematical concepts, such as half, and correctly make three triangles in the dough. Children hear a very rich variety of language, and even the youngest children love to repeat the new words introduced. Children are intrigued to learn more about the honeycomb they found, how it is formed and which bears like to eat honey. The childminder has a detailed understanding of the subject matter being taught, and this extends children's knowledge base extremely well.

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

- The childminder has a deep understanding that high-quality experiences for children have a significant impact on their development. She is highly motivated, shares her knowledge and supports quality improvement within the local area. For example, the childminder works with other childminders to offer support and guidance on how they can enrich their curriculum. She takes full advantage of any training opportunities available, and this helps her maintain the excellent practice she has already achieved.
- The curriculum incorporates exceptional opportunities for children to connect to the natural world through a variety of outdoor and forest school sessions. These environments are used exceptionally well to engage children in exploration, test their ideas and foster their creativity. The childminder skilfully combines mathematics and literacy opportunities to make learning joyful, and children make excellent progress.
- The childminder provides an abundance of rich first-hand experiences to teach children about their local environment and the wider world. For example, children visit national heritage sites, museums, airports and the RAF Cosford site. These experiences are used successfully to help motivate them to want to learn and find out more. For example, children have been learning about planes and flying kites, and they have been inspired to visit an air raid shelter.

- The childminder demonstrates a high commitment to valuing and respecting the diversity of the children attending. She helps each child value their own identity and supports children to learn about other languages, cultures and disabilities. The childminder successfully uses a rich range of exciting activities for children to learn about their similarities and differences. Behaviour is exemplary, and children learn to show care and concern for others as they engage in simple acts of kindness. For example, children help deliver parcels containing food, toys and clothing to the local church.
- The childminder focuses on promoting children's resilience, physical development and self-awareness as they use the experiences on offer outdoors. Children have a comprehensive understanding of how to keep healthy and where their food comes from. The childminder diligently plans these learning experiences. For example, children plant fruits and vegetables in transparent tubs so they can see the roots as they grow.
- The childminder works exceptionally well with all parents to help children make high rates of progress. Any children with additional needs and their parents are given the support they need to ensure gaps in children's learning close rapidly. For example, she uses highly effective interventions to help support children's communication and language skills. Parents are impressed by the extensive learning opportunities and say that their children make tremendous progress. They report the childminder is diligent in meeting any medical and dietary needs, and they appreciate the advice and support they receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that the children's safety and welfare are her utmost priorities and that all high-risk activities are risk assessed. For example, children have first-class opportunities to take controlled risks safely as they use tools, climb ropes and swing from trees. Teaching children about safety is a top priority. For example, children know that they need to always look when crossing the road, as some new cars do not make a noise, and that fungi can be dangerous. There are robust procedures in place to ensure household members are suitable and vetted. The childminder has an exceptional understanding of child protection issues and the procedures to follow to safeguard children.

Setting details

Unique reference number	EY467816
Local authority	Staffordshire
Inspection number	10288956
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	13
Date of previous inspection	7 November 2017

Information about this early years setting

The childminder registered in 2013. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- This was the first inspection the childminder received since the COVID pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The inspector and the childminder completed a learning walk together to gather information about the experiences provided.
- The inspector carried out a joint observation and held discussions with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household.
- The inspector took into account the views of parents.

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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