

Childminder report

Inspection date:

19 July 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	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the care of this inspirational childminder. They eagerly seek out their friends to play with the many age-appropriate and exciting resources the childminder provides. The childminder develops an excellent curriculum that ensures all children make outstanding progress. Children enthusiastically investigate, explore and work together to build on their developing skills. For example, the children choose to play with the multi-level water tray. They want to get the water from the top tray into the lower ones. They problem-solve and develop different ideas to get the water from one level to another. In other activities, children show fascination and intrigue as they pour water from the watering can, sprinkling it over their hands. This enables children to learn about the world around them, developing a wide range of different skills as they do so.

The childminder has high expectations of children's behaviour. Children quickly understand the importance of following rules and instructions in the outdoor environment. The childminder supports them to take age-appropriate risks. For example, when running down a steep hill, the childminder reminds children to walk down or they will fall. The children behave very well; they negotiate with each other, and they are starting to learn to manage their own emotions and think about how others might feel. Children like to help the childminder with everyday tasks. For example, they help to set the table for lunch and give out water bottles to their friends. They follow instructions and get a sense of pride, which raises their self-esteem.

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

- The childminder uses children's interests and any gaps in their learning to plan activities. The highly effective curriculum fosters children's curiosity and exploration. All children, including those with special educational needs and/or disabilities (SEND), make excellent progress from their starting points. The childminder encourages children to have a can-do attitude and supports them to develop their thinking skills. This enables children to explore and investigate the world around them, and they achieve and improve in all areas of the curriculum.
- The childminder is an excellent role model for language. She gives children time and space to think and respond to open-ended questions. She introduces new vocabulary to the children as they play. She talks to them about the world they live in, reads stories and sings songs. The children listen intently to the stories and join in the singing. Younger children and babies clap hands and try to mimic the actions. Conversations are rich and meaningful and, as such, children become fluent speakers.
- As children play, the childminder assesses the support they need to ensure that they can reach the next stages of their learning. She builds on children's

confidence and self-esteem to ensure that they try new things and develop new experiences and skills. For example, toddlers want to climb the ladder into the playhouse. The childminder supports and encourages the children to mount the steps. Once at the top, the children show pride in their achievements.

- The childminder and her assistant nurture and care for the children. The key-person system allows children to form a secure and loving bond with the childminder. This supports children's emotional well-being and sense of security.
- The childminder has a high emphasis on health and well-being. The children bring their own packed lunch. The childminder supports parents with ideas on healthy eating and portion size. Though the children spend a lot of the day outdoors, there is a cosy, warm and inviting inside environment. This is where children eat, sleep and play.
- Parents feel their children make exceptional progress in the childminder's care. They comment that they feel the outdoor experience is enabling their children to thrive and greatly improve their confidence and social skills. The childminder gives daily verbal feedback and uses an online system to give parents detailed weekly reports. This enables parents to feel confident in the childminder's care of their children.
- Children have opportunities outside the childminder's home. For example, the childminder takes them on the bus to go to the library or park. They walk to the local shops and around the community. There is a good liaison with the local primary school, and children attend events such as the fire fighter's visit. This enables the children to gain experiences and knowledge of the world around them.
- The childminder is inspirational and passionate about her provision. She offers support and supervision to her assistant. Together, they constantly reflect to improve their teaching and environment to benefit the children. The childminder attends professional development training to improve her knowledge. For example, she has completed training in speech and language development. She is currently completing her forest school training and is implementing her training into her teaching, which improves the outcomes for the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the signs and symptoms of abuse and the procedures to take if she felt a child was at risk of harm. She can explain the procedures she would need to take should there be an allegation against a family member or her assistant. The childminder and her assistant have current paediatric first-aid and safeguarding training. The environment and resources are clean and well maintained. The childminder teaches children about safety. For example, when going out of the home, she talks to them about road safety. She carries out risk assessments on the environment to ensure that the children are kept safe.

Setting details

Unique reference number	2636547
Local authority	Staffordshire
Inspection number	10289267
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	0 to 4
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She works with an assistant. The childminder operates all year round, from 8am to 5pm, Monday to Thursday. She holds a level 6 qualification in early years.

Information about this inspection

Inspector

Sue Smith

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 they discussed how she ensures the premises are safe and suitable.
- Parents and carers shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- 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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