

Childminder report

Inspection date: 7 March 2024

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

The childminder is an excellent role model who is extremely calm and caring. He demonstrates sharing, taking turns and respect for others. Children's behaviour is exemplary. Children are incredibly kind and caring towards each other. They regularly take time to congratulate each other's achievements. For example, children are overhead saying 'you sing nicely' and 'well done, you cut your strawberry'. Children consistently demonstrate that they are happy, feel safe and emotionally secure. Babies who are new to the setting settle exceptionally quickly and flourish in the childminder's care. They are extremely happy, settled and content. The childminder is completely in tune with them, responding promptly to their needs, be that a cuddle, sleep, food or nappy change. As children arrive, they are bursting to share their latest news with him. He listens with genuine interest, encouraging them to use their developing language skills to explain and describe.

Children demonstrate increasing independence as they use different cutlery to prepare their own fruit at snack time. All children, including those with special educational needs and/or disabilities (SEND) and those who receive government funding, make rapid progress in acquiring the skills and attitudes needed for their next stage of learning, with any delays being quickly narrowed by prompt and effective action.

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

- The childminder has high expectations for all children. He has devised and implemented a superbly sequenced curriculum, based precisely on children's learning needs and interests. This has a tremendously positive impact on children's attitudes, confidence and progress. Children with SEND benefit enormously from the childminder's links with other professionals, such as physiotherapists. He coordinates children's care to ensure they receive the support they need at the right time.
- The childminder places a high priority on his continuous professional development. He undertakes training that will have a direct impact on children's learning. Children make rapid progress from their starting points.
- The childminder manages children's behaviour superbly. Children quickly learn to moderate their behaviour in different situations. For example, they are noisy, high spirited and excited as they enjoy dance time. They easily switch to exemplary table manners at meal times.
- The childminder supports children's communication skills extremely well. He consistently provides a superb language-rich environment specific to each child's individual stage of development.
- The childminder ensures that children are given time to play and practise skills repeatedly. Consequently, children show high levels of concentration and

perseverance as they discover how things work.

- The childminder provides children with experiences they may not otherwise have. For instance, children enjoy regular outings in the community. They visit the local cathedral and parks. Children enjoy physical activity and learn to manage risks as they explore local woodland.
- The childminder places a high priority on children's health and well-being. He teaches children about the benefits of a healthy diet, regular fresh air and exercise. He ensures children are provided with highly nutritious, varied home-cooked meals each day. Children become excited when it is time for the 'shake up, wake up' exercise time. They know the songs and actions well. They sing with confidence as they bend, stretch and jump around. Babies smile and bounce about to the music. Consequently, children quickly develop a positive attitude towards trying new foods and developing healthy lifestyles.
- Children develop a love of books. This is demonstrated as they constantly refer to books during their play. Children regularly take books to the childminder to read to them. The childminder extends children's learning as he encourages children to predict what happens next and to retell stories in their own words. He supports children's thinking skills as he asks them questions about the story afterwards. Babies handle books with great interest, turning pages and pointing to things that take their interest.
- The childminder places a high priority on children's safety. He undertakes robust risk assessments of his premises to ensure the environment is safe for children to play in.
- The childminder and his co-childminder undertake extensive peer reviews of each other's teaching practice. They consistently reflect on their performance to identify where improvements can be made and to adapt their practice.
- Parents are exceptionally complimentary about the childminder and the service he provides. He frequently shares information about their children's learning with him and ideas on how they can work together to support children's rapid progress further.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

Setting details

Unique reference number	EY365286
Local authority	Staffordshire
Inspection number	10317476
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 3
Total number of places	12
Number of children on roll	8
Date of previous inspection	30 May 2018

Information about this early years setting

The childminder registered in 2007. He lives in Lichfield, Staffordshire and works with another childminder. The childminder operates all year round from 7.30am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. He has a relevant qualification at level 5. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- This is the first routine inspection the provider 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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to parents and took account of their views.

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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