

Childminder report

Inspection date:

15 February 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

The highly experienced childminder knows the children in her care with great depth and understanding. Children demonstrate that they feel incredibly safe and secure. They form strong, trusting relationships with the childminder. The childminder is affectionate and loving towards the children. For example, as she settles them down for their rest, she kisses them on their head. Children show high levels of kindness and are supported to learn how to share at a young age. For example, when children cut a banana into circles at snack time, they want to share it with the childminder. Children's behaviour is exemplary.

The childminder provides a well prepared and purposeful environment that meets the needs and interests of children. She has created an inspiring and versatile outdoor area. This area not only supports physical development for children of all ages, it also allows opportunities for quieter children to thrive with their communication skills. Children benefit greatly from a range of stimulating, challenging activities and experiences. The childminder carefully supports children to develop a can-do attitude throughout the day. She encourages them to do things that they find challenging but achievable. This makes children in her setting eager and confident to try new activities that might otherwise seem hard. Children are able to recognise personal success and celebrate by telling everyone 'I did it', with vigour and pride.

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

- Children make excellent progress within this setting. The childminder works in partnership with parents to support children's emotional well-being at the highest level. She methodically uses information from parents to ensure smooth transitions into her setting. The childminder and parents share information about children's progress to support consistency and extend children's learning at home and the setting.
- The knowledgeable childminder has a deep understanding of her curriculum and what the children need to know and do next. She uses children's interests to engage them in a variety of activities that they thoroughly enjoy. The childminder uses carefully planned moments to support teaching in a broad way. For example, while using magnetic shapes, the childminder introduces a non-fiction shape book. She teaches children the heart shape, linking the heart to the celebration of Valentines Day. She then extends this further as she explains where the heart is within their body and the sound it makes.
- The highly qualified childminder is passionate about her role in teaching children. She has a deeply embedded knowledge of child development and high expectations for all children. The childminder skilfully uses what she knows about the children to help them understand what they have learned and what

they can remember. The childminder constantly praises children and gives them constructive feedback. This helps children to reflect on their learning and reinforces their understanding. For example, when children successfully find the triangular shape, the childminder supports them to understand why they are correct. She tells them that a triangle has three sides and shows them what she means by sides. She runs her finger along each side while counting them. The childminder persistently and successfully finds more opportunities throughout the day to reinforce this learning.

- Books are widely available for children throughout the day. Reading for fun is strongly encouraged by the childminder. Books are carefully selected to support children's interests, ability and next steps. For example, following children's interest in farms, the childminder reads a non-fiction book about the farm. She then successfully extends children's learning through a tough-spot farm activity.
- Children have a broad vocabulary. They use language to communicate their needs and also to explore their understanding of ideas. The childminder consistently uses every opportunity to model language and support children with their communication. She repeats back short sentences, adding an extra word to support with sentence building. Recently, the childminder has learned to support children with limited communication through sign language. The childminder has high-level conversations and interactions with children, supporting them to make exceptional progress. For example, when she teaches children the process of where milk comes from, she extends their understanding as she introduces new vocabulary, such as udders, milk and churn.
- The childminder consistently gives children opportunities to support and reinforce their independence. She uses routines within the day to allow children to learn and practise what is expected of them. The childminder never misses an opportunity to find new ways of supporting independence. For example, children know where to collect their cup and plate for snack. Children are challenged to screw a milk lid back onto a bottle when joining in with making a milkshake.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure, and the childminder supervises the children exceptionally well throughout the day. The childminder risk assesses her home and any trips she takes to the local environment in order to keep children safe. Children have rich opportunities to learn how to keep themselves safe outside of the setting. For example, they learn about road safety when on local walks. Children are inquisitive and ask about the safety of eating flowers. The childminder uses this as an opportunity to talk about safe practice with unknown plants and flowers. The childminder uses past experiences to support and consolidate her understanding of safeguarding issues. She is confident with her understanding of how to identify any concerns about a child or adult and of the procedures to take.

Setting details

Unique reference number	204687
Local authority	Worcestershire
Inspection number	10264174
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	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	7 June 2017

Information about this early years setting

The childminder registered in 1992 and is in a village near Upton-upon-Severn. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emily Garner

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 observed children playing and discussed the quality of education.
- The inspector viewed the areas of the childminder's home that children use, to ensure that they are safe and suitable.
- The inspector completed a joint observation with the childminder to observe the quality of teaching.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.

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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