

Childminder report

Inspection date: 25 May 2022

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 thrive in an environment that is built on mutual trust, respect, and care. The arrangement of well-planned resources and stimulating activities encourages children's inquisitive minds and developing skills. The childminder has an extensive knowledge of the children's developmental needs and interests. This translates into an environment where children are motivated to learn and extremely confident to test out their ideas.

The childminder uses her passion for outdoor provision, and visits in and around the local area, to broaden children's understanding of the world around them. She is proactive in finding innovative ways to deliver a curriculum that is challenging, exciting, and responsive to all the children in her care. Children are learning about the importance of keeping themselves safe and healthy. Activities, such as handwashing, are meticulously sequenced to ensure that children are supported to develop greater independence in self-care skills.

Children have built close relationships with their peers and the childminder. They happily share resources and delight in each other's achievements. Children are becoming adept at managing their own and others' emotions. This is a skill they are learning as a direct result of the childminder's expert management of behaviour.

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

- The childminder uses her vast knowledge of child development to plan a well-sequenced curriculum. The focus on the three prime areas of learning is evident in all interactions and activities. This focus then supports progress in all other areas of the early years foundation stage. Children's interests are reflected throughout the provision. The childminder provides children with a range of experiences to enhance their learning, based on these current interests. This sparks children's curiosity which has a significant impact on their learning and development.
- The childminder has robust systems in place to assess children's progress. Gaps in children's development are swiftly addressed through targeted provision. This ensures that children stay on track. It also means that any areas that require outside intervention, such as speech and language, are recognised and referred to the relevant agencies without delay.
- The childminder works closely with other settings to ensure that transitions into school are smooth. Strong links with other childminders in the area support children in making relationships outside of the provision.
- The childminder has created a home-from-home environment. She chats animatedly with the children while they eat their lunch together. They talk about

their plans for the rest of the day. Children delight in sharing fruit with each other and comparing how much they have eaten.

- Children enjoy interacting with the natural environment and have a genuine love of being outside. They attend outdoor learning groups in the local community and visit many places of interest as part of their normal routine. The childminder ensures that the children's interests are reflected on these visits by taking resource bags to capture their imaginations and support learning.
- The childminder has an extensive portfolio of continuous professional development. She has recently signed up to an accreditation that focuses on well-being. Developing children's communication and language is also a clear focus for the childminder. This is evident in the expert interactions the childminder has with the children while they are playing.
- The childminder has built extremely positive relationships with parents. During the COVID-19 pandemic, she went above and beyond to ensure that children and families were supported. Communication with families remained paramount to the childminder's provision throughout lockdowns and resource packs were introduced to support children's learning at home. Parents comment how the childminder's expertise and passion supports their children to make amazing steps in their development.
- The childminder has a clear vision for her provision. She understands the importance of involving children and their families in her ongoing reflections and self-evaluation. This means that everyone who uses the provision feels valued.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being is top priority. The childminder has extensive knowledge about the signs and types of abuse. She understands her responsibility to be vigilant to any changes in children's behaviour or attitudes. The childminder uses her positive relationships with parents to check in with them regularly to ensure they are receiving any extra support that may be required. She understands the importance of assessing risk, especially when visiting local places of interest. The childminder knows the procedures to follow if she has any safeguarding concerns. She is also aware of situations that may affect her suitability to continue practising.

Setting details

Unique reference number	204746
Local authority	Worcestershire
Inspection number	10115898
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	14
Date of previous inspection	28 October 2015

Information about this early years setting

The childminder registered in 1994 and lives in Kidderminster. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vicki Aldred

Inspection activities

- This was 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 curriculum had been implemented and the impact this had on children's learning.
- The inspector scrutinised relevant documents. She also read written testimonials from parents and took account of their views.
- The inspector observed the interactions between the childminder and children.

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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