

Childminder report

Inspection date: 2 July 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder has carefully considered the impact of COVID-19 and children's starting points to plan a curriculum that helps all children to progress rapidly. The childminder has a strong focus on helping children to develop the essential knowledge and skills they need. Children benefit from a range of well-planned activities delivered by the childminder each day. Older children develop their knowledge and skills in readiness for their move to school. They can recognise shapes and how many sides they have, and match quantity to number. The childminder knows children really well. The planning for children's next steps in learning and interests is intrinsic through the childminder's teaching. She links activities to children's interests, such as cars. This helps young children to say new words driven by their interests. The childminder challenges most-able children well in her teaching. For instance, she extends children's literacy development by introducing new and more complex vocabulary for children to sound out and say sounds together to help them to master the pronunciation of and to use more complex words.

Children's behaviour is excellent. The childminder is clear in her expectations of how children should and should not behave, teaching children right from wrong. The curriculum helps children, especially younger children, to learn skills, such as sharing, to help them to learn how to behave.

The childminder carefully considers through ongoing observations and teaching how to help children to be engaged and motivated in their learning, and to think of their own ideas. She encourages children to refocus when their interest in learning lapses. This helps children to develop the highest levels of concentration. The childminder successfully supports younger children to have another go at tasks, before they move on to other activities. This helps children to become highly motivated learners.

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

- The childminder's curriculum is planned with such precision that children develop new knowledge and skills sequentially over time. The childminder has planned her daily routines and environments to give children the time they need to practise new skills over again, as well as opportunities to revisit and recall their previous learning. This helps children to retrieve the knowledge and skills they have learned to help them to learn the next thing.
- Where children have gaps in their learning, the childminder is relentless in her teaching and works with parents to help to close these gaps rapidly. This includes where children start with lower than expected speaking skills. The childminder uses her expert teaching of communication and language to model

and demonstrate to children how to say the sounds of letters and words correctly. This helps to close any gaps in children's speech development.

- The childminder is very reflective in her teaching. She constantly reshapes activities to meet the needs of children. She presents ideas such as 'opposites' to children and then evaluates the impact of the activity on children's learning. The childminder considers how to help children to revisit their previous learning through different contexts. For example, when children are drinking, she asks them whether their drink bottle is 'empty' or 'full'. Children respond to say 'empty' when their bottle is nearly empty.
- The childminder has worked well with another local childminder to evaluate the amount of written planning and assessment she completes. This has helped her to action to reduce her workload and improve her professional well-being.
- The partnerships the childminder forms with parents are excellent. All parents comment on how excellent their and their child's relationship is with the childminder. The childminder provides resources and detailed information to fully equip parents to be able to support their child's learning at home.
- The childminder continually uses printed text in her teaching to help to introduce children to a range of written and spoken words. This helps younger children to hear and say new words. Older children learn that print carries meaning, and children can practise saying words correctly to support their communication and language development.
- The curriculum provides opportunity for daily physical activity, whether that be through the childminder leading 'bug hunts' in the local marsh area with the children or through physical activity at the local park. The curriculum is planned in a way to help children to continually hear and learn messages from the childminder about staying healthy. Older children can describe when and why they need to wash their hands and what food is good for them. For instance, children say, 'Milk is good because it gives you strong bones and teeth.'
- The childminder recognises children's limited opportunities in the local community to learn about different experiences, people and families beyond their own. She teaches children in age-appropriate ways to learn about different families as an example. This helps children to be respectful and tolerant towards others, and also helps to prepare them for life in modern Britain. The childminder uses technology and the internet safely as part of her teaching. She gives children messages through the curriculum of how to keep safe online, such as only accessing technology with an adult for limited periods of time.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	204770
Local authority	Worcestershire
Inspection number	10343099
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 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	17 September 2018

Information about this early years setting

The childminder registered in 1997 and lives in Kidderminster, Worcestershire. She operates all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and receives funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Scott Thomas-White

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 discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children communicated with the inspector during the inspection. Parents shared their views of the setting with the inspector.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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