

Childminder report

Inspection date: 15 June 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 are exceptionally well mannered and polite. The childminder has a calm and soothing approach with the children. She quickly reassures them and knows what they need to help them to feel comforted. This is because children have an extremely secure emotional bond with the childminder. Children confidently take part in the extensive range of stimulating activities. They participate on their own and show deep levels of engagement and concentration. For example, children choose the fruits for the smoothie and carefully use the tools to cut them.

Children explore with determination as they choose from an abundance of resources on offer. They purposefully select petals from the tray to make their choice of smell for their perfume. The children hold the pipet correctly and successfully squeeze the water into the jar. The childminder expertly asks questions that challenge children's thinking. She encourages them to think about what they already know. When the children respond, the childminder praises them affectionately. When children talk about the bees, they remember that they take pollen to the hive to make honey. The childminder uses stories to captivate their attention and build on valuable experiences for children when learning new words.

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

- The childminder has planned an exceptional curriculum. Every opportunity provided for the children has been meticulously selected to enhance their experiences and close their gaps in learning. For example, children who are developing scissor skills extend this in the garden with cutting herbs for mud cakes. The childminder is highly responsive to children's individual needs and interests. She ensures that she supports them exceptionally well. The precise knowledge that the childminder has of the children means that she knows when to challenge children further. She puts resources into the environment to spark their learning.
- Children make excellent progress in their development. The childminder has an exceptional understanding of what children need to learn. The childminder has built a strong partnership with the providers of other settings. She shares all developmental progress with them to fully support children in their learning and development. The childminder is swift when she identifies concerns in children's development and acts on these promptly. She keeps parents fully informed to enable all children to make the best possible start in life.
- The childminder has built exemplary relationships with parents. They burst with pride and happiness for the fine detail that the childminder goes into when caring for their children. During the recent COVID-19 pandemic, she continued to support the families with regular contact and detailed activity packs. This enabled the childminder to continue to build these strong relationships with the

families and continue children's learning.

- The childminder is an excellent role model. She clearly and consistently embeds boundaries with the children. They are exceptionally caring towards each other. For example, when children are playing princesses, they sing songs to tell their friends about how much they care about them.
- Children learn about being healthy through an extensive range of experiences. The childminder encourages the children to look in the mirror at their teeth. She uses this time to talk to the children about if their teeth are healthy. Children are inquisitive as they look at their own teeth. They recall what they know and say they are healthy because they do not have too much sugar. Children carry out purposeful hygiene routines. Children excitedly sing songs about keeping the germs away as they wash their hands ready for mealtimes.
- Children learn that they are part of a wider community. They visit the local shop to buy their fruits and bread for snack time. The childminder optimises learning experiences and links these with their next steps. For example, the children visited a jewellery shop with the childminder. She extended this into her home and created a shop for all the children. Children learn about what makes them unique. The childminder provides rich experiences for the children to learn that not everyone is the same. She is sensitive when she explains this, and this enables children to have a first-class experience to become resilient.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives children's safety and well-being high priority. The childminder has an outstanding understanding of how to keep children safe. Through thorough safeguarding training, she expertly recognises signs and symptoms that a child may be at risk of harm. She uses books to teach the children about online safety and how to keep themselves safe. Children remind each other during activities to hold the tools safely so that they do not hurt themselves. The childminder consciously reminds the children as they come down the stairs to be extra careful that they do not trip when wearing dressing-up clothes.

Setting details

Unique reference number	204828
Local authority	Worcestershire
Inspection number	10115905
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	27 April 2015

Information about this early years setting

The childminder registered in 1999 and lives in Bishampton, Pershore. She operates all year round from 7.30am until 5pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder has an appropriate qualification at level 3. She provides funded education for three-year-old children.

Information about this inspection

Inspector

Katherine Wilson

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 completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out an observation with the childminder and discussed the impact of learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to a parent during the inspection and read testimonies to take 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022