

Childminder report

Inspection date: 15 August 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 relationships the childminder develops with the children in her care are clearly evident. She greets them warmly on arrival with a huge smile. Children are very eager to come into the childminder's home. They rush in and quickly settle to play with their friends, making choices about what they want to play with from an enormous range of high-quality resources and exciting activities.

The childminder has developed an ambitious, child-centred curriculum that provides children with the highest quality level of education. She is exceptionally skilled at adapting her teaching to meet children's individual learning needs. For instance, during group activities, she sets appropriate levels of challenge and uses careful questioning to extend children's knowledge and understanding. As a result, all children make excellent progress in all areas of their learning.

The childminder has tremendously high expectations for children's behaviour and ensures that children understand the rules and boundaries. For example, they know that they must tidy some toys away before getting more out, and they enjoy helping to sweep the floor so that, 'No one slips over' when rice is spilt. The childminder has instilled the values of care and respect. Children are wonderfully compassionate and polite. For instance, when getting a drink, older children ask younger ones if they would like one too. All children say 'please' and 'thank you' when given their fruit at snack time. The childminder is an excellent role model, and children behave exceptionally well.

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

- The childminder engages in meaningful dialogue with children. She models language extremely well, introducing new words and giving clear explanations. For example, during a discussion about the properties of 'gloop', the childminder uses the scientific terms 'solid' and 'liquid'. She further explains these terms in ways that will enable children to understand these concepts, as well as broadening their vocabulary. All children are successful, confident communicators.
- The childminder provides ample opportunities for children to explore early mathematical ideas through play. Her approach to ensure that suitable levels of challenge for all is marvellous. For example, one-year-old children are challenged to find and match objects by colour. Older children name shapes, and others are keen to accept the challenge to half fill a container. Children develop an understanding of early mathematics from a very young age.
- The childminder ensures that children's personal care needs are exceptionally well met. She is extremely adept at developing children's independence. She facilitates opportunities for children to challenge themselves. This includes taking

risks, such as climbing the ladder of the big slide. Furthermore, the childminder supports children to develop their self-care skills from a very young age remarkably well. For instance, two- and three-year-old children independently manage their own personal needs, such as feeding, toileting and handwashing. Children become increasingly confident as they develop these important skills that prepare them well for the next stage in their learning and later life.

- The childminder ensures that children benefit from a wide range of learning experiences that support their knowledge and understanding of the world as well as their local community. For instance, they visit the local library and soft-play centres as well as travelling further afield to museums and an aquarium.
- The childminder is rightly very proud of the high standards of her provision. However, she is not complacent and strives for continual improvement to strengthen her already excellent offer to children. The childminder continually reflects on her practice and regularly accesses training to further improve this and broaden her already extensive professional knowledge.
- The childminder gets to know children and their families exceptionally well and establishes a strong partnership with parents. Parents receive regular, detailed updates about their children's progress and plans for their future learning. These include useful information to enable parents to support their children's continued learning at home.
- The wonderful relationships and high-quality interactions between the childminder and the children as they play together enable her to expertly support children's development in all areas of their learning. For instance, when children find it tricky to use scissors, the childminder models and explains the correct techniques to develop their understanding and build on their learning. As a result, children quickly become adept at using scissors safely and effectively.

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	210161
Local authority	Staffordshire
Inspection number	10351308
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 11
Total number of places	7
Number of children on roll	13
Date of previous inspection	23 October 2018

Information about this early years setting

The childminder registered in 2001 and lives in Hednesford, Cannock. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays, one week at Christmas and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sarah Dukes

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the 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 observed the interactions between the childminder and the children.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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