

Childminder report

Inspection date: 18 October 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

A key strength of the childminder's practice is her attentiveness to each child's unique needs and interests. This is something that parents and carers positively report on. For example, she identifies that some children need increased opportunities to strengthen their fine motor muscles, therefore she makes the most of every opportunity to prioritise these skills. Older children positively report on the care that they receive. They say that the childminder 'helps us with things that we struggle with, she keeps us safe and makes us happy'.

The childminder's meaningful interactions strongly promote and support children's emotional security. For instance, she encourages all children to make personal choices about their play and respectfully acknowledges all attempts at spoken language. Young children gasp with excitement when selecting resources of interest and eagerly engage in their learning. When young children dislike having their hands wiped and nappies changed, the childminder sensitively offers them reassurance and comfort. She teaches children excellent hygiene routines from an early age, ensuring that they learn to wash their hands at key times of the day.

The childminder makes excellent use of books to promote children's early language and literacy development. For instance, she helps children to understand that words are read from left to right. Children listen intently to the childminder's stories, showing high levels of understanding as they answer her carefully timed questions. The stories help children to make connections in their learning. For example, they compare similarities between fictional characters and special people in their lives, such as their peers, grandparents and parents who are train conductors. This actively contributes towards children's strong sense of self.

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

- The childminder possesses a keen awareness of her surroundings. This means that she notices and appreciates the small things in nature, such as how the rays of sunlight shine through the peas in the pod to outline the maturing peas within. This observation helps children to identify when the peas are ready for harvest.
- Children have an abundance of opportunities to learn about animals and nature. For instance, they grow various fruits and vegetables in the childminder's garden and visit the local farm to learn about the lambing season. Children dry out sunflowers to further observe, compare and learn about life cycles.
- The childminder welcomes parents into the setting to talk about their own experiences and occupations. For instance, parents who work within the sector share their views on different educational philosophies, such as forest schools. Their contributions positively help the childminder to design and reflect on the

curriculum.

- The childminder is ambitious and has an exceptional attitude towards her continuous professional development. She relishes opportunities to discuss practice with health visitors and other professionals to deepen her knowledge and gain extra support for children when needed.
- The childminder has many years of experience, which helps her to identify continuous patterns in children's development and organise her own professional development in response. For instance, she notices that children around the age of three often change their eating habits, therefore she plans to attend specific training to further support all children to maintain healthy relationships with food.
- The childminder significantly enhances children's love of stories. For example, she frequently talks to them about their favourite characters, such as 'Hamlet the Cat', and skilfully uses character props to enhance their play. Young children happily rock from side to side with the childminder as they sing their favourite character's theme tune. They demonstrate exceptionally close relationships with one another.
- Children benefit from a language-rich environment, where there are lots of opportunities to chat, share stories and sing together. The childminder expertly extends children's thinking skills by asking them relevant questions. She uses every opportunity to introduce new ideas and words, which young children confidently repeat. This shows remarkable fluency in their language skills.
- The childminder gathers in-depth information from parents about children when they first start, and completes her own observations and research to extend her understanding of children's medical conditions. She demonstrates exceptional knowledge and understanding of how to support all children in her care.
- Parents have an excellent understanding of what it is like for a child at this setting. This is because the childminder talks to them about her plans for children's learning each day. Parents describe their communication with the childminder as 'top notch'. They explain how the childminder 'is always open to parent feedback and is quick to adjust routines based on children's needs'.
- The childminder establishes extremely positive relationships with other settings that children attend. For example, she builds on the themes that schools are focusing on and shares information with teachers about what children are learning with her. For example, she makes them aware of the 'word of the week', which has been carefully selected in partnership with parents to strengthen children's communication skills. This two-way flow of information ensures a consistent approach to the support children receive.

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	210183
Local authority	Staffordshire
Inspection number	10365674
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	25 February 2019

Information about this early years setting

The childminder registered in 1992 and lives in Uttoxeter, Staffordshire. She operates from 7.30am to 5.30pm, Monday to Friday, all year round, except bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for any eligible children attending.

Information about this inspection

Inspector
Mikaela Stallard

Inspection activities

- The childminder spoke to the inspector about her intentions for the children's learning.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household and safeguarding policies.
- The inspector observed the interactions between the childminder and the children throughout the day and evaluated the impact on the children's learning.
- The inspector considered the views of parents through feedback forms.
- Children communicated with the inspector during 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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