

Childminder report

Inspection date: 22 August 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	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are exceptionally well prepared for the next stages in their learning. They benefit from consistently high levels of challenge within the curriculum, which is precisely tailored for them and helps to develop their determination to be successful. Children benefit from the childminder's fully inclusive approach and highly-effective attitude to using her knowledge to support their needs.

Children develop excellent attitudes to their learning. For example, they actively solve problems and think critically. They make predictions, then discover what will happen to water that they scoop, pour and combine it in different containers. Children become deeply engaged in their activities. They demonstrate superb concentration and perseverance as they precisely follow recipes. They add ingredients and assess the consistency of their mixture when making play dough. Children delight in playing with their friends. They demonstrate high levels of respect for each other and kind and considerate behaviour. They listen to one another's ideas and negotiate plans for their imaginative play.

Children and their parents develop superb relationships with the childminder from the outset. This helps children to feel happy, safe and secure. Parents report that they 'are really blessed to have such a wonderful, genuine, caring and compassionate childminder'. Children benefit from the childminder's determination to work in partnership with families, to identify what makes them and their children unique, and provide an ambitious curriculum. This gives children the best possible life chances.

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

- The childminder provides an exceptional range of real-life learning experiences. This gives children, including the most disadvantaged, opportunities that they otherwise would not have. For example, children learn to use public transport safely to visit the library and borrow books of interest. They travel further afield to explore other communities, such as towns located on the coastline. The childminder goes over and above the expected, using her assistant effectively and liaising with community provision, to enable her to teach children the life skill of swimming. This gives all children the best possible chance of positive outcomes.
- The childminder is highly ambitious. She precisely sequences the curriculum to help children to develop their knowledge and refine their skills. She has a clear focus on developing physical skills. Children demonstrate excellent fine-motor control, such as when they use safety knives without prompting, to cut a variety of fruit for their snack. They use a range of other tools and equipment proficiently, such as pencils, scissors, scoops, rolling pins and pastry cutters.

They write key words competently and relish the challenge of cutting in straight lines and around curves. Children's communication and language development is equally exceptional. These embedded skills prepare children superbly for school.

- The childminder teaches children a range of highly effective strategies that they can use if they feel overwhelmed. For instance, the youngest children talk to visitors about opportunities to meditate. The childminder also teaches children techniques such as deep breathing and yoga. She reports that her regular inclusion of this in the curriculum has particularly helped older children to cope with times of challenge.
- The childminder provides excellent support to help children understand their feelings and emotions. For instance, she supports children who have experienced bereavement superbly. For instance, she talks openly about this with them using resources, such as books. This helps them to process their thoughts. The childminder actively teaches children about events, such as remembrance, where they learn about the reasons why people remember and the meaning of this. This helps children to develop their emotional intelligence and have high levels of respect for others.
- The childminder is highly successful at giving children rich and varied experiences that promote their understanding of people other than themselves. For example, children enjoy visiting the local church group, where they make friends with the elderly. They look forward to opportunities to play games, read stories and eat food that their 'friends' make for them. Children learn about the other cultures of the children who attend. For instance, they find out about the clothes people wear, the food they eat and the celebration of 'carnival'. These rich experiences considerably strengthen the childminder's curriculum.
- The childminder has a superb attitude to continually improving her practice to support the needs of the children that attend. For example, she completes training to further her understanding of how to support children who speak English as an additional language. This has helped her to refine her approach to supporting children's home language, and provide a positive role model. As a result, children leave with very strong foundations in the languages that they speak.
- The childminder supports her assistant, who works when required, exceptionally well. For instance, she ensures that she briefs the assistant on any changes to the curriculum focus for each child. This helps her to ensure that she supports children's next steps at the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant complete regular training to ensure that their safeguarding knowledge remains up to date. The childminder is able to talk about a variety of signs and symptoms of abuse. She is highly alert to issues that vulnerable children could be drawn into. The childminder shares information that she gathers during safeguarding training with parents, where relevant, to help them keep their children safe, such as in relation to online safety. She completes

robust risk assessments for activities that she completes with children. This includes minimising risks for outings in the local community and for activities, including swimming.

Setting details

Unique reference number	2500618
Local authority	Warwickshire
Inspection number	10191475
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 10
Total number of places	12
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Bulkington in Warwickshire. The childminder operates from Monday to Friday, 7.30am until 5.30pm, all year round. She holds an early years qualification. The childminder accepts funding for the free provision of education for children aged two, three and four years. She employs one registered assistant, who works when required.

Information about this inspection

Inspector

Lisa Dailey

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 spoke to the inspector about their intentions for children's learning. The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector carried out a joint observation of an activity and evaluated this with the childminder.
- The inspector considered the written views of parents provided on the day of 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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