

Childminder report

Inspection date:

26 July 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 engaged in their learning in this setting. They are delighted to see their friends, and they communicate their thoughts and wishes highly effectively to the childminder and their peers. They demonstrate high levels of focus and attention when selecting and using the wide range of resources and equipment on offer. Children become extremely engrossed and involved in their play, which supports deep levels of learning. For example, children work completely independently to construct a piece of art using a range of equipment and tools. They have clear design ideas and make thoughtful changes to achieve the desired result. They are competent and extremely creative. This is celebrated by the childminder who encourages them to be proud of their creations.

Children benefit greatly from outdoor experiences and active play. The superb learning environment offers children the opportunity to follow their passions and motivations. For example, they are highly engaged in making potions and mixtures. They choose from a wide range of accessible ingredients and delight in mixing these together using a varied selection of tools and authentic resources. Children narrate their play and are articulate in their explanations of what they are doing. They give detailed explanations about the decisions they make and the results they achieve. For example, children compare their potion to a 'cappuccino'.

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

- The childminder has developed and successfully implements an ambitious and creative curriculum which demonstrates an exceptional understanding of how children learn. Children's confidence is nurtured and their self-esteem is enhanced as a result of the childminder's thoughtful planning and skilful interactions. She provides extensive opportunities for children to access an inspirational range of experiences that develop them as leaders in their own play. As a result, children make excellent progress across all seven areas of learning.
- Mathematical teaching is superb. The childminder is skilled at weaving in purposeful mathematical concepts across the curriculum. For example, she encourages children to record and tally their choices at lunchtime. As a result of this strong foundation, children demonstrate high levels of enthusiasm for mathematics and are extremely competent at counting, and at calculating simple addition using 'ten frames'.
- Children's communication and language is exceptional and the childminder actively encourages them to have fun with language. For example, at lunchtime, when the childminder informs the children that the wraps are too big and she is going to cut them in half, they demonstrate their extensive vocabulary by describing the wraps as 'large, huge, enormous, ginormous and massive.' They

show absolute delight in being able to use all these adjectives.

- Children are independent and confident in their self-care skills. The childminder enables and empowers children to carry out tasks for themselves. For example, all children use a two-step up to the kitchen sink, and wash their hands competently. They make choices about what they would like to eat from the healthy menu on offer, and serve their own food with appropriate utensils. The childminder encourages children to support each other whenever they can and she praises their kindness and consideration.
- Children's behaviour is exemplary. They are kind, thoughtful and caring. They offer encouragement to their peers and demonstrate exceptional turn-taking skills. They are creative and imaginative and they enthusiastically engage in collaborative role play. For example, children are excited and inventive as they use a range of large boxes as a racing car and then a train. Children lead this pretend play and ensure everyone is included.
- Leadership of this provision is superb. The childminder has developed a culture of reflection and she works exceptionally hard to drive improvement. The childminder and her assistant have a shared vision and are both extremely committed to their own continued professional development. The childminder has developed smart and highly effective systems that underpin the excellent practice across the provision. She provides her assistant with highly focused professional development and coaching. She gave exceptional support when the assistant was completing her level 2 qualification. Recent training in supporting children's mathematical knowledge has helped the childminder and her assistant to extend their excellent teaching skills even further.
- Parents are, without exception, thrilled with the service on offer to their children. They comment on the excellent and varied outdoor-play opportunities, stimulating trips and visits, creative learning opportunities and the close, nurturing relationship children develop with the childminder and her assistant. Parents are delighted with the exceptional progress their children make. They feel extremely happy that their children have all the skills and attributes needed to make a smooth transition on to school.

Safeguarding

The arrangements for safeguarding are effective.

There is a well-developed culture of safeguarding across the provision. Both the childminder and her assistant attend regular training and the childminder thoroughly understands her role as designated safeguarding lead. The safeguarding policy and procedures are extremely effective and the childminder regularly reviews her documentation to ensure it reflects local safeguarding arrangements. The childminder is exceptionally well informed about her duty to prevent children being impacted by radical or extremist behaviour. She is confident about the action she would take if she had any safeguarding concerns about a child. Information sharing with parents regarding safeguarding is transparent, and respectful relationships ensure that professional boundaries are maintained.

Setting details

Unique reference number	2501099
Local authority	Warwickshire
Inspection number	10207709
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 4
Total number of places	12
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. The childminder lives in Rugby and operates from 7.30am to 5.30pm, Monday to Friday, all year round. She holds qualified teacher status and the assistant is qualified at level 2. The childminder receives funding to provide free early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Gadsby

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- 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.

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