

Childminder report

Inspection date:

7 September 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 behave extremely well. Older children thoughtfully help their younger peers to ride bicycles. The childminder has a caring tone towards children. This supports children to build warm relationships with her. The childminder has an exceptional understanding of the children. For example, she immediately responds when children require reassurance. This approach is successful in supporting children to develop their confidence in different social environments.

Children flourish at the childminder's. This is because the childminder meticulously plans a range of rich and meaningful activities for children to engage in. She thinks carefully about what the children need to learn next while still giving them the freedom to make their own choices as they play. Children thoroughly enjoy manipulating play dough and using natural resources to construct with purpose as they make bird nests. They also enjoy using their binoculars to find different birds in the sky, such as starlings. Children talk about the toys they like to play with, especially the cars.

Children are curious learners. For example, they learn about magnets and how they help trains to stick together. Children become deeply engaged and show high levels of concentration as they play. The childminder skilfully adapts the support she provides for each child. For example, when children use scissors, she is on hand to assist them to open, close and eventually cut the lavender and mint in the garden to make tea. The childminder uses this as an opportunity to teach children how to use tools safely.

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

- The childminder is forward thinking and ambitious. She is highly reflective and actively identifies ways to further enhance her already outstanding setting. The childminder is committed to ensuring that children leave her setting willing to give things a try and confident in speaking and expressing themselves.
- The childminder is keen to develop her own knowledge and skills in working with children. She does this by recognising the individual needs of the children who attend. The childminder then identifies further training that enables her to better support those children. This contributes to the excellent progress that children make in their learning from their starting points.
- The childminder's curriculum is embedded across the whole setting, covering all areas of learning. She is passionate about supporting children to learn about the world around them. All activities are designed carefully to build on and extend children's thinking. The childminder proactively thinks of additional ways to extend the activities on offer. This enables children to be completely absorbed in their learning.

- The childminder's interactions with children is inspiring. She surrounds children with language at every possible moment. The childminder listens intently to children as they express their thoughts. She gives them space and time to think as she asks them questions, prompting them to think again when they answer incorrectly. The childminder remodels children's language effortlessly, helping them change from present to past tense when they recall their previous learning. For example, when children say 'we feed them' she repeats back with 'we fed them'. This provides an outstanding foundation for children's language development.
- Children are well prepared for the next stage of their learning. The childminder works collaboratively with other settings, sharing and gathering key information from them to provide consistency for the children. The childminder places a high focus on children's well-being. Where children show uncertainty about the friends they will play with at school, the childminder shares stories with them about a dinosaur going to school to prompt discussions about what their school life will be like.
- Partnerships with parents are exceptional. Parents comment that they feel part of their child's learning. The childminder gathers children's starting points from parents. She uses this information to determine what children already know and can do. Where parents raise concerns about their child's development, the childminder innovatively plans a range of experiences for the children to support them further. The childminder also connects with other professionals to ensure that children receive the support they require.
- The childminder provides lots of opportunities for children to learn how to live healthy lifestyles. For example, children enjoy doing lots of movements in the garden, such as spinning, hopping and jumping. The childminder encourages children to wash their hands before mealtimes to keep themselves clean.
- The childminder is a positive role model for children. She encourages them to be mindful when someone else is talking. The childminder creates lots of opportunities for children to learn about others. Children are very respectful and courteous towards their peers and the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder conducts regular risk assessments to ensure the environment is safe for children. The childminder is able to identify the different types of abuse, such as grooming, domestic violence and the 'Prevent' duty. She understands the action she should take to keep children safe from harm. This includes referrals to the designated officer, to Ofsted and to those with statutory responsibility. The childminder seeks explanations from parents if their children attend the setting with marks. The childminder is trained in first aid and understands the action she should take if a child becomes ill while at the setting.

Setting details

Unique reference number	2513795
Local authority	Walsall
Inspection number	10191748
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Brownhills. She operates term time only, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Chinyuku

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 setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector spoke to children and viewed feedback from parents and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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