

Childminder report

Inspection date:

11 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 enthusiastically embrace all aspects of their learning, and develop the skills they need to be ready for school. They relish the exciting activities provided and actively involve each other, the childminder and assistant in their play. For example, during a mud play activity they share the shapes they are moulding and work together to fetch more water. The childminder ignites children's interests further. For example, she wonders out loud if they could decorate their 'mud cakes' with anything in the garden. The children keenly suggest taking flower clippings, which they then use to embellish their creations.

Children benefit enormously from the childminder's love of outdoor learning and receive much of their early years education outdoors. They develop a superb understanding of nature as they confidently talk about insects and explore wooded areas to learn about plants and trees. They visit nearby farms to observe lambs being born and help in their care after birth. They relish being active in the fresh air, for example, refining their physical skills and control on playground equipment.

The childminder has the highest expectations of what every child can achieve and is extremely committed to ensuring they flourish in her care. She utilises every opportunity to extend their language and communication, effortlessly introducing new vocabulary and supporting their correct pronunciation. Children's behaviour is exceptional. They are kind to their peers, respectful of behavioural expectations and delight in the warm praise and encouragement they receive from the childminder and assistant.

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

- The childminder is wholly committed to her professional development. She continuously seeks new ideas, information and training online, and undertakes research to further extend her already impressive knowledge and skills. She shares information with her assistant, and they explore how to best embed new ideas into practice, and routinely reflect on and evaluate the impact on children. The childminder supervises the work of her assistant, provides regular feedback and cares greatly about her well-being.
- The childminder has devised an exciting early years curriculum, which is highly motivating, stimulating and challenging for all children. With her assistant, she robustly assesses children's progress and expertly plans for any identified gaps in their learning. They focus play and learning opportunities on helping children to acquire and refine their knowledge and skills. The childminder proactively seeks outside intervention for children, such as speech and language support. She takes advice, researches and implements strategies to enhance every child's language development. For example, through syllable clapping.

- The childminder places great emphasis on developing strong emotional attachments with the children. They are extremely settled in her care and have excellent relationships with her and the assistant. They are confident to access all the learning experiences and play opportunities available, which cater for all seven areas of learning and development. Children's personal care needs are extremely well met, and they receive active support to develop independence and self-care skills from a young age. For example, learning to feed themselves and when potty training.
- The childminder teaches children how to look after their environment and other people. For example, they recently collected a wealth of crisp packets to donate to a charity that uses them to make survival blankets for the homeless. Children explore and create with everyday objects, such as, leaves, logs, wool, and recycled containers in their play. For instance, creating and proudly showing off a race track they have made with the items, while also learning about sustainability and recycling.
- The childminder conveys exceptionally positive messages to teach children about the importance of good oral health and eating a nutritionally balanced diet. They shop for fruits they would like to try, exploring and tasting these on their return home. Weekly visits to the library, and enthusiastically read stories at every mealtime, build on children's evident love of books.
- The childminder establishes a strong partnership with parents right from the start. They receive comprehensive information about children's care and learning, and advice to support them in managing children's behaviour and enhancing learning at home. The childminder works extremely well with other providers. She meets with them to share and gain information about children's development and to agree how to work in partnership to best meet their needs.
- Parents speak incredibly highly of the childminder and of the excellent progress their children make. They comment that the service provided is outstanding and that they are astounded by the variety of activities arranged for the children at home and in the countryside. Children confidently share that they love attending and delight in recalling many of the exciting things they have experienced.

Safeguarding

The arrangements for safeguarding are effective.

The promotion of children's safety and welfare is given top priority by both the childminder and her assistant. They have excellent understanding of the signs that may indicate a child is at risk of abuse. They have both attended safeguarding training and regularly research and discuss safeguarding matters to ensure their knowledge stays current. Both the childminder and assistant have an in-depth knowledge of the procedures to follow if they have concerns about a child, including contacting the police if a child is in danger. Rigorous risk assessment ensures the premises are safe and secure. Children are encouraged to take controlled risks in their play and learn about keeping themselves safe. For example, when playing on equipment in the garden or visiting the woods.

Setting details

Unique reference number	2560902
Local authority	Worcestershire
Inspection number	10232130
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	1 to 6
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Stoke Prior, Bromsgrove. The childminder works with an assistant and operates from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder offers occasional overnight care.

Information about this inspection

Inspector
Sally Wride

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and took that into account in the evaluation of the setting.
- The childminder showed the inspector around the setting and explained how she plans and implements the curriculum.
- The inspector carried out a joint observation of an activity with the childminder and assistant. Together, the inspector and childminder evaluated the impact of the activity on children's learning.
- The inspector spoke to the assistant about her employment with the childminder. They discussed the assistant's role and how she works with children to support their care and learning needs.
- The inspector spoke to children at appropriate times during the inspection. She also spoke to a parent and took the views of other parents from written feedback.
- The inspector looked at a selection of documentation and checked the suitability of persons living and working in the household.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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