

Childminder report

Inspection date:

13 December 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 immersed in a highly stimulating learning environment that fully supports active learning. They build affectionate bonds and demonstrate that they feel extremely safe and secure in the care of this inspirational childminder. The childminder prioritises children's emotional development, and supports this expertly. Children behave incredibly well and they fully understand the rules and boundaries set. Older children learn to adjust their behaviour when they are playing around babies, and are mindful of their needs.

Children benefit from an exciting array of experiences that the childminder plans for them, which support their curiosity and deep desire to learn. Children learn about making healthy food choices. For example, on visits to the supermarket, they decide which healthy options to put in their shopping trolleys. Children make well-informed choices about the food that they wish to eat at snack time. The childminder uses this part of the daily routine to maximise opportunities for children to practise their physical skills, such as helping to prepare snacks and confidently chopping their fruit with a knife.

Mealtimes are a valuable social time for children. They engage in interesting conversations with the childminder and each other. Children respond to photographs of their friends and talk fondly about them, while they eat their snack. The childminder expertly uses this opportunity to enhance children's language skills. Babies communicate with smiles and gestures, or shake their head when they do not want any more.

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

- The childminder offers a vibrant curriculum that stimulates children's intrigue with exciting opportunities to experiment and make new discoveries. Children enjoy the frequent opportunities to visit exciting new places and explore the world around them. The childminder takes children on visits to the lake, where they explore the ducks and other wildlife. Children investigate frog spawn in the pond and learn about the life cycle of a frog through exciting activities planned by the childminder.
- The childminder has a deep understanding of child development, and an insightful knowledge of the learning needs of the children. She uses her expert knowledge of child development to plan excellent experiences that fully support children to achieve their next steps in learning. The childminder makes full use of opportunities that help children to use and consolidate their knowledge and understanding. For example, children reinforce their knowledge of the colour red. They look for a red post box and post letters into it. As they continue their walk, children identify other red objects.

- The childminder provides children with essential skills to get them ready for school. Younger children independently identify their own faces on pictures and place them on the registration board. As children get older, they progress to recognising their own names. Children use their excellent knowledge of numbers and quantity to tell the childminder how many children are attending.
- Children follow and remember the routines that the childminder has taught them. They know that they must wash their hands, and they can clearly explain why they do this. Children tidy up their own resources when they have finished using them. They help to prepare for lunchtime by gathering plates and bowls.
- The childminder nurtures the emotional well-being of children. For example, children access the calming spaces to share stories or listen to music. They share their love of books with the childminder as they choose stories to read with her. Children turn the pages as they explore the words and pictures. They recall and finish sentences in familiar stories, and make thoughtful predictions about what might happen next. Children talk with interest about the characters in the story. The childminder makes excellent use of stories to develop children's high levels of concentration, and to extend their vocabulary.
- The childminder has a very strong vision for the future, and accesses training to enable her to fulfil her goals. To support her ethos of outdoor experiential learning, the childminder has completed additional training. She uses this to enhance children's daily experiences. Regular meetings with her development officer provide opportunities for reflection of her practice.
- The childminder skilfully identifies speech and language as an area that some children require more support. The childminder uses her assessments to create individual learning plans to support children's development.
- Settling-in sessions are exceptionally effective. The childminder provides individually tailored sessions, where parents and children visit together. She gets to know families very well and supports their individual needs. This encourages an open dialogue, which enables children's next steps to be supported between the setting and home.
- The childminder recognises the children's lack of social interactions due to the COVID-19 pandemic, and has increased the opportunities for them to develop their confidence with other children in new situations.

Safeguarding

The arrangements for safeguarding are effective.

Children are safe and secure in the childminder's care. The childminder has an exceptional understanding of her safeguarding role and responsibilities. She has an excellent knowledge of all areas of safeguarding, including county lines and the 'Prevent' duty. She is confident about the procedure to follow if she has concerns about a child's welfare. The childminder has carried out additional training to enhance her understanding of her role in safeguarding children. She has developed thorough risk assessments to keep children safe while in her care.

Setting details

Unique reference number	2603255
Local authority	Stoke-on-Trent
Inspection number	10263348
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 2
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She operates all year round, from 7:30am to 5:30pm, Monday to Friday, except for family and bank holidays. She holds an early years degree and early years professional status at level 6.

Information about this inspection

Inspector

Ali Myers

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented, and the impact that this had on children's learning.
- 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.

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