

Childminder report

Inspection date: 21 January 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this exciting, nurturing environment. They confidently introduce themselves and help the childminder to show the inspector around the home, talking about the people who live there. Children explain that there are 11 stairs to climb and that they carefully hold the handrail to keep themselves safe. The childminder has high expectations for all children. Her passion for supporting and extending children's learning is clear to see in all she does. She uses her excellent knowledge of children's abilities, interests and future learning needs to plan a stimulating curriculum that help children build life skills.

The childminder takes time to ensure that children are ready for their day ahead. Children enthusiastically engage in animal yoga at the start of the day. They enjoy choosing which animal they would like to be. Children take deep breaths and gently stretch up and forward while roaring gently when they are in the lion pose.

Children show high levels of respect and kindness towards each other. They are keen to help the childminder and each other and use their manners extremely well. For example, they collect a plastic tablecloth and spread it out on the floor so that they can all sit on it to have their snack. They help with the preparation of their snack and place a bowl on the cloth for themselves and the childminder. Children wait until they are all sitting comfortably before they help themselves to the fruit.

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

- The childminder uses her wealth of knowledge and experience to provide high quality, challenging opportunities for children to continually learn and develop. She works cohesively with parents and other settings to ensure continuity in children's learning. The childminder regularly assesses children's abilities and uses this to plan their future learning needs. She acknowledges children's efforts and achievements and shares these with parents alongside ideas for continuing learning at home. The childminder works closely with parents where possible gaps in learning are identified to ensure that they and their children receive the support they need to make progress.
- The childminder is passionate about her role and the service she provides. Professional development opportunities ensure that she remains fully up to date with current topics and changes to legislation and practice. The childminder regularly meets with other childminders to share ideas and best practice.
- The childminder receives lots of positive comments from parents and other professionals that she works with. Parents are extremely happy with the high-quality service provided by the childminder. They are delighted with the excellent care, attention and experiences bestowed on their children. Other professionals comment on the helpful, endearing and amazing person the childminder is. They

state that she is thorough, hard-working, efficient and robust in the care and service she provides to all children and their families.

- Children build a strong understanding of the world around them, including different cultures, celebrations and events that happen throughout the year. Resources support children's awareness of families and traditions different to their own and people with differing abilities. The childminder introduced 'Thoughtful Thursday' after the COVID-19 pandemic, which involves children sharing information about different cultural events and things they have been involved in, including sharing things they have done for others and being kind.
- Children's natural curiosity and zest for learning is supported excellently by the childminder. Activities are attractively displayed and resources are plentiful. Children's health and well-being is a priority, and they spend lots of time outside being physically active. They develop high levels of confidence and are eager to do things for themselves. For example, they chatter to each other while putting on their splash suits and wellington boots, ready to go outside. Children are animated as they paint blocks of ice when playing in the garden. They add silver, blue and white paint onto the ice and watch carefully as it starts to run down as the ice melts and mixes together in pools on the tray.
- The childminder continually supports children to confidently communicate with others. She poses questions to spark children's interest, encourage problem-solving skills and help to compound what children already know. Children confidently chat to each other and share their ideas and experiences.
- The childminder continually looks at ways to improve the service she provides. She encourages children and parents to share their views and opinions about her service and evaluates her own practice. The childminder uses this to identify areas for development and is currently developing more ways to develop children's awareness of recycling and sustainability. Children undertake litter picking in the area and have recycled used jam jars to make gifts for their parents at Christmas.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	268407
Local authority	Warwickshire
Inspection number	10365668
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	15 February 2019

Information about this early years setting

The childminder registered in 1999 and lives in Dordon, Staffordshire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Tracey Boland

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are 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.
- Children spoke with 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 took account of the written views of the parents.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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