

Childminder report

Inspection date: 29 August 2024

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

On arrival, children greet the inspector with a smile. They make her a sticker of an apple, which is just like the one on their uniform. This promotes a positive feeling of security and inclusion. Children develop a wonderful sense of belonging. For instance, they have their own water bottles with their name on, and they go to the shops to choose the material they would like for their individual bags. Children see the setting as a positive extension of their own home. For instance, parents and carers say, 'When children are away from the setting, they miss their childcare family.'

Mealtimes are an extremely enjoyable experience for children. For example, they sit happily together engaging in conversations about how milk and water are good for their teeth. Children constantly share their ideas with one another, critically think and use complex sentences. They flourish in all areas of learning. For instance, they know that when the sun is shining in the sky, it is day, and that when it is not, it is night. They recall vocabulary such as 'chrysalis' when exploring life cycles, and they use a wealth of descriptive language relating to size, such as 'massive' and 'gigantic'.

The childminder and her assistants have high expectations of children. For example, when children accidentally throw sand, they model how to 'scoop' the sand safely. They give clear explanations to help children to understand why rules and boundaries are in place. The childminder and her assistants skilfully adapt their practice to follow children's leads and interests. For example, they provide children with experiences, such as washing the dolls, which over time evolve into other activities. This means children practise their next steps in many fun and various ways.

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

- Teaching consistently broadens children's knowledge and experiences. For instance, when children are moving to a Catholic school, the childminder plans opportunities to visit and learn about the church. This helps children to prepare for the next stage in their lives. The childminder celebrates all children's backgrounds and cultures, helping them to build a positive self-image.
- Children learn about the world around them through various means. For instance, they go on trips to the local farm, grow vegetables at the allotment and help to care for the childminder's pets. The childminder also invites parents into the setting to share their knowledge and skills. This enhances what children are learning.
- Improvement plans are in place to ensure that the setting continues to provide children with the best outcomes. For example, recent changes have been made

to the environment because older children have gone to school and a younger cohort have enrolled who need more space to thrive.

- The childminder has strong systems in place for the supervision and support of her assistants. For example, they frequently discuss practice to make sure that they make the most of every teachable moment. The childminder has a very positive attitude towards professional development, ensuring that both her and the assistants continuously access training that will reinforce their expert knowledge and skills.
- The childminder has consciously adapted her assessments to ensure that they can be completed effectively in partnership with parents. Together, they plan achievable targets for children that closely link to what they already know and can do. These boost children's self-esteem.
- Detailed information is shared with parents about children's learning and progress, along with 'top tips' and newsletters. This helps parents to extend children's learning at home. The childminder mindfully organises 'parent events', creating a supportive network for parents who have children of a similar age, and this is something they are incredibly grateful for.
- The childminder and her assistants continuously improve children's language skills through high-quality interactions. For example, they introduce a wide range of vocabulary to children, engage them in meaningful conversations, repeat words back and skilfully use questioning techniques to find out what children know. This promotes in-depth conversations about a wide range of subjects.
- When reading to children, the childminder ensures that the story is interactive. This promotes children's full engagement. When children need their nappy changing during story times, the childminder and her assistants respectfully ask for children's consent before carrying out any care routines, and they skilfully continue to build on children's knowledge of the story, so they do not miss out on any learning.
- The childminder and her assistants teach children how to keep themselves safe and supervise them well. For example, children must put on safety helmets before riding on bikes, and they know that they need to wear a hat and sun cream on a sunny day and are taught how to handle knives safely when cutting up vegetables. This helps children to develop the skills they need to be independent in later life.
- As children engage in self-care routines, the childminder and her assistants help them to think about what they need to do next and highly praise their independent achievements. For example, before children wash their hands, they remember that they need to flush the toilet. This promotes children's health and hygiene well.
- The childminder displays a highly supportive and sensitive nature. She identifies that some children need targeted support to help them to communicate their needs. Therefore, she uses symbols and signs alongside key words, which positively reduces frustration in children's learning.

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	2757054
Local authority	Staffordshire
Inspection number	10349491
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	12
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in November 2023 and lives in Amington, Tamworth. She operates all year round, from 7.45am to 5.30pm, Monday to Thursday, except for bank and family holidays. The childminder holds a qualified teacher status. She provides funded early education for two-, three- and four-year-old children. The childminder works with assistants.

Information about this inspection

Inspector
Mikaela Stallard

Inspection activities

- The childminder and the inspector completed a learning walk to discuss the intentions for children's learning.
- The inspector carried out a joint observation with the childminder, which was followed by a professional discussion to understand how the childminder evaluates her practice.
- The inspector observed the interactions with children throughout the day and evaluated the impact on children's learning.
- The inspector looked at relevant documents, including paediatric first-aid certificates, qualifications and suitability checks for those living and working in the household.
- The inspector held discussions with the childminder, the assistants and the children at appropriate times during the inspection.
- The views of parents were considered by the inspector through verbal discussions and feedback forms.

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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