

Childminder report

Inspection date:

5 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

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in the care of the highly skilled childminder. They are extremely happy, secure and confident. They relish the opportunities to involve the childminder in their play and eagerly share their excitement with her, such as when they discover an unusual insect in the garden. The childminder ignites children's enthusiasm for play, exploring and making new discoveries. For example, children decide to fetch magnifying glasses to allow for them to closely observe the insects they find.

Children have very high levels of independence and confidently lead their own play. They show excitement and a real desire to learn. Children learn to think for themselves, have their own opinions and become confident in their own abilities. The childminder provides children with excellent opportunities to build on their existing knowledge through exploring the world around them. For example, children enthusiastically experiment with wheels, sieves and water pumps to make water travel faster, slower and to create the most bubbles. The children thrive in their communication and language. Older children talk in fluent sentences about an array of topics of interest. They use descriptive language to describe the differences between slugs and snails. They ask thoughtful questions and consider whether they can swim. Children openly talk about their past experiences. They look at photographs together and recall what they did and where.

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

- The childminder is highly reflective and consistently develops her knowledge through webinars, training courses and other reading. She actively evaluates her practice and surrounds herself with a support network to share ideas and activities. The childminder implements highly successful strategies to support children with special educational needs and/or disabilities (SEND). Children with SEND make rapid progress, and the childminder ensures that they access all seven areas of learning throughout their time in her care. The childminder meticulously monitors the progress that children make to ensure that learning experiences are precisely matched to their stage of development.
- The childminder is extremely knowledgeable about early education. She embeds all seven areas of learning and development into everyday activities in a natural yet innovative way. The childminder provides highly effective strategies for children to build on their own curiosity through a vast array of exciting resources. Children discover the world around them by investigating, testing out their ideas and learning through trial and error. They engage for extensive periods of time building marble runs, where they specifically design different runs for the marble to travel down.
- Children have extensive opportunities to be part of a community. The

childminder provides a vast array of day trips to aid children in their socialisation skills. Children excitedly play with friends at local play groups or converse at tea-and-toast groups. They have trips to the local garden centre to see different pets and explore the gardens together. Children learn to take turns, share and build relationships together. Children have infinite opportunities to learn about diversity and the world around them, and to build their morals.

- Children have unlimited opportunities to be physically active. They are highly stimulated and engaged as they explore the woodlands. For example, they design and build their own golf courses. The childminder allows the children to think of their own way of doing things, such as when they build an obstacle course around the garden. Children excitedly choose how to use resources and where to put them. Children become agile and independent. They learn to dress themselves, wash their own hands and feed themselves at mealtimes. Children become school ready. They eagerly write their own names on their photos to take home to show their families. The childminder is passionate in teaching children about their own risk. Children learn how to safely cross the road when walking to their local school. They understand about safety measures to follow when they roast marshmallows on the fire.
- The childminder finds innovative ways to embed mathematics into children's everyday activities. Children openly discuss capacity when filling their jugs with water and sand, stating whether their sandcastle buckets are full or empty. They eagerly discuss the size of the insects they find in the garden. Children learn to count the children around the table and enjoy the responsibility of collecting the right number of plates at lunch time. They enthusiastically learn how to safely use a die-cutting machine to create different shapes.
- Parents are thrilled with the progress their children make. They state that the childminder is always approachable, educational and supportive to both their children and themselves. The childminder has a firm belief in building and maintaining strong relationships with parents to help extend children's learning at home. They receive extensive daily updates on what they are learning about and next steps to work on.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's safeguarding knowledge is exceptional. She is fully aware of the signs and symptoms that may indicate a child is at risk of harm. She understands that there are various types of abuse to be vigilant of, including female genital mutilation and 'Prevent' duty. The childminder has rigorous procedures and policies in place and understands there is a support network of teams to contact in case of a concern if she needs further advice. She has paediatric first-aid knowledge and recognises the appropriate action to take in case of a medical emergency. She thoroughly risk assesses her home and outings to ensure that the safety of her children are a priority.

Setting details

Unique reference number	EY152814
Local authority	Worcestershire
Inspection number	10116021
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	3 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	24 July 2015

Information about this early years setting

The childminder registered in 2002. She operates all year round, from 7.15am to 6.15pm, Monday to Wednesday. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Sophie Van Harten

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the manager and have taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at the childminder's setting.
- 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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