

Childminder report

Inspection date: 21 May 2024

Overall effectiveness	Outstanding
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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

The childminder's practice is worthy of sharing. She knows all children extremely well and actively meets their individual care and learning needs. For instance, she sensitively supports those who fear handwashing procedures, praising them for the smallest of achievements, such as touching the water. This reduces children's anxiety and promotes their ongoing happiness.

Children develop beautiful friendships. For instance, they enjoy signing the first letter of their friend's name during a familiar 'hello' song. When others join their play, they quickly get them up to speed to ensure their full involvement. Children make marks on a large chalkboard, saying that they love the childminder and co-childminder. This demonstrates high levels of emotional security.

The childminder models and narrates routine tasks such as setting up the table in preparation for mealtimes. She asks children if they would like to help, skilfully adapting activities following their ideas and views. For instance, when children come up with inventive ways to tidy up the coloured scarves, she encourages their concentration skills to enhance their ongoing learning and positive behaviour.

The childminder has purposefully created a sensory room in her home to engage children in mindfulness activities. She demonstrates the importance of rest, exercise and nutrition, and places strong emphasis on children's sensory development. For instance, she encourages children to describe the taste and smell of different fruits and hone their listening and recognition skills on a variety of instruments and their sounds.

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

- The childminder and co-childminder work incredibly well to plan a curriculum to deepen children's understanding and embed their learning. The childminder places significant value on observing her co-childminder's practice to strengthen her own professional development. She constantly monitors the impact that teaching has on children's outcomes, ensuring that all children, including those with special educational needs and/or disabilities, excel in their learning.
- The childminder provides children with an array of purposeful outings to the library, farm and local parks to build on their cultural capital. To further promote their future success, she has recently organised more opportunities for them to build positive relationships with other children within larger groups, such as at playgroup. This will better prepare children for their future move to school.
- The childminder creates a well-thought-out learning environment that allows children to submerge themselves in play. For instance, children fluidly demonstrate their communication and imaginative skills as they pretend to clean

the windows and mop the floors. They learn to put on their seat belts before they drive across an imaginary field. The childminder supports children to talk at their own pace and speaks clearly to them to strengthen their language growth.

- The childminder has high expectations of all children and intervenes when necessary to redirect their attention. For instance, when children start to run, she develops their physical skills in other meaningful ways, such as playing various ball games. She observes children's levels of engagement, implementing various strategies to build on their concentration skills, such as securing eye contact and using 'one, two, three' to encourage them to pause and listen.
- Children display excellent observation and matching skills. For instance, they identify the names of wooden shapes and enthusiastically match them to the correct outline projected on the wall. They confidently organise scarves into groups based on their colour, demonstrating a strong understanding of mathematical concepts.
- The childminder is a fantastic role model. She demonstrates beautiful manners which she instills in all children. For instance, at the end of mealtimes, she reminds them to place their cutlery together to promote table etiquette, and children know to take off their shoes before sitting on the garden furniture. The childminder ensures that essential information is always relayed to children prior to any changes in the routine. This ensures that children fully understand what they need to do next.
- The childminder treats all children with the utmost respect. She encourages and values their views. For instance, she verbally asks those who are using the toilet if they are okay while maintaining their privacy. Children say that they would like to have a 'superhero day', which she incorporates into future planning. Parents and carers speak highly of the childminder and co-childminder, who they say 'go above and beyond'.
- The childminder closely liaises with health visitors and other professionals whenever extra support is needed. She reads books to educate children about specific subjects, such as allergies, autism and diabetes, and they have an opportunity to watch as their friends have their insulin injection. This helps children to appreciate each other's differences.
- The childminder and co-childminder superbly communicate and support each other as critical friends. Through conversations with parents, they identify how some children require extra support following the loss of a grandparent. Consequently, focused plans are in place to establish links with the local residential home. Parents' views positively influence children's experiences at the setting. For example, when families are in financial difficulty, the childminder lends them dressing-up clothes to ensure children's inclusion.

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	EY218577
Local authority	Staffordshire
Inspection number	10339192
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 6
Total number of places	12
Number of children on roll	12
Date of previous inspection	4 July 2018

Information about this early years setting

The childminder registered in 2003 and lives in Hednesford, Cannock. She operates all year round from 8am to 4pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate level 3 qualification. She works with a co-childminder. The childminder is eligible for funding for two-, three- and four-year-old children.

Information about this inspection

Inspector
Mikaela Stallard

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 and the inspector completed a learning walk.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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 childminder and the inspector carried out a joint observation of the co-childminder.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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

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