

Childminder report

Inspection date: 11 August 2022

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

This is an inspirational childminding setting. Children flourish in every aspect of their development. Two-year-olds can recite numbers up to 40. Babies successfully build towers, and children who are due to start school match large quantities accurately to numerals. This shows the positive impact that the outstanding curriculum has on children's rapid rates of progress.

The childminder and her assistant show an unwavering dedication to meeting children's individual needs. They nurture children and provide sensitive care based on mutual respect and warm relationships.

Children feel secure to share and explore their interests in the setting. These are fostered by the childminder. For instance, children are intrigued by fossils. Through the activities provided, children demonstrate excellent knowledge and skills, including their understanding of vocabulary. For example, they know someone who finds and studies fossils is known as a 'palaeontologist'. Children use their well-developed small muscles to intricately excavate fossils hidden in the childminder's garden. This deepens their understanding of the world.

The childminder's curriculum is highly ambitious for all. Where COVID-19 had adversely impacted on children's development, the childminder and her assistant refocused the curriculum to close these gaps rapidly. Where minor gaps do occur in children's learning, close partnership working with parents, through agreed strategies, closes these gaps before children start school.

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

- The childminder has an expertly constructed curriculum based on nine goals that are sequentially broken down to support children to be highly successful learners. For example, young children make marks using a variety of mark-making resources. Over time, their skills develop, and older children can accurately write their own names. Children often achieve beyond their expected levels of development. The childminder's curriculum is planned to support these children. For instance, older children who accomplish being able to ride a tricycle go on to learn to ride a bicycle. The curriculum is underpinned by fostering children's love of learning.
- The childminder and her assistant provide inspirational teaching. They are both eager to continually enhance their practice, for example through professional development. Using recent communication and language training, the childminder is coaching her assistant further. They are both refining their already superb interactions with children to further support children's attention skills and their understanding of and response to questions. As a result, children are highly

confident communicators who listen and follow instructions.

- Vital to the outstanding curriculum are the well-planned activities that broaden children's experiences. The childminder uses core rhymes and books to develop children's literacy skills and a passion for reading. For example, young children benefit from the skilful support of the assistant to explore 'lift the flap' books. They excitedly say, 'Spot!' when they find the character of the story. Older children learn repeated refrains from stories that they have a deep knowledge of that has developed over time.
- Teaching helps children to cumulatively build on their previous knowledge. For example, they learn physical skills as part of the 'Commonwealth Games' activities. Younger and older children work together in pairs. Young children become skilled in throwing and catching, while older children refine these skills to demonstrate shoulder and chest passes with a ball. Together, the children delight in their achievements, recognising they are successful learners. Children show intense concentration, with those as young as two years being able to concentrate without distraction for 30 minutes.
- The childminder, through her meticulously planned curriculum, helps children to learn to show respect and tolerance for others, apply the principles of democracy to their play and celebrate diversity. Children are inspired by others who challenge stereotypical views. They learn about how role models, such as Ellie Simmonds, have overcome adversity through hard work and a commitment to practising skills, such as swimming, to become successful Olympic athletes.
- Parents comment positively on every aspect of this childminding provision. They particularly say how well the childminder prepares children for their upcoming move to school. The childminder works with parents to help children gain an insight into school life and what their school will look like and to build a relationship with their teacher before they start. This is enhanced by the detailed handover of information that takes place between the childminder and the schoolteachers. This makes transitions for children seamless.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given the utmost priority by the childminder and her assistant. Their knowledge of child protection matters is robust. They know how to identify children drawn into safeguarding issues, such as county lines, and how to respond to children who harm other children. The curriculum helps children learn to keep safe, for example by teaching them the safest way to use technology is with an adult. Through using vocabulary, the children have learned that they can describe their feelings and communicate to a trusted adult when they do not feel safe. The childminder understands the local services to help families who may benefit from support, and she has procedures to manage safeguarding issues, such as allegations against those who live and work in the household.

Setting details

Unique reference number	EY222601
Local authority	Shropshire
Inspection number	10116026
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	12
Number of children on roll	18
Date of previous inspection	23 March 2016

Information about this early years setting

The childminder registered in 2002 and lives in Bridgnorth. She operates all year round, from 8am to 4.30pm, Monday to Friday, except for family holidays. The childminder works with an assistant. They both hold relevant childcare qualifications. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Scott Thomas-White

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 together to discuss the childminder's intentions for children's learning.
- 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. He evaluated an activity with the childminder.
- The inspector spoke to parents during the inspection, viewed their written feedback 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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