

Childminder report

Inspection date: 2 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

Children who attend this childminder's setting make rapid progress in their learning. They are confident, self-assured and interested in the range of exciting activities that are provided for them. They are highly motivated and even the youngest children concentrate for prolonged periods of time at their chosen task. They fully understand and follow the general routines of the day. Older children show visitors where to put their shoes and explain that they must place a named stone in a basket to show they are there. When visitors do not have a stone, children suggest that a small wooden zebra is used instead.

Children interact positively with the childminder, visitors, and their peers. Older children help those younger than themselves to count and recognise the names of fruit. Children ask to take turns and wait patiently until it is their turn to read a page of the story. Children are polite and their manners are exemplary. They are courteous and use 'please' and 'thank you' as they play.

Children learn about other cultures, customs and home situations that are different to their own. They learn respect for each other. The childminder is sensitive in her approach to ensure all children's individual backgrounds are valued and nurtured. Children learn about their local community as they enjoy outings and visits to nearby places of interest, such as the airport.

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

- The childminder has a superb knowledge of the children she cares for. She confidently talks about the children and has an in-depth insight of their individual backgrounds, personalities and the different ways that they learn. She successfully adapts and differentiates activities to meet these differences to ensure that all children gain the very best from their learning.
- Activities are planned to sustain children's interest and meet their individual next steps for learning. The childminder skilfully gains children's interest and promotes their expectations before activities commence. For example, she uses a hushed voice to introduce games. Children listen with awe as she explains what they are going to do next and consequently are eager to join in. The childminder successfully builds on what children already know and can do and continually reinforces their learning.
- The childminder tracks children's progress to help her swiftly identify where there are gaps in children's learning and development. She monitors these and seeks additional support, where needed, to ensure all children make the very best progress.
- Children's communication and language is given high regard. The childminder interacts positively with children and continually engages them in conversation.

She asks questions and gives children time to process their thoughts and responses. The childminder understands how to promote children's language from the outset. She uses facial expressions and demonstrates to children the correct mouth formation and tongue placement to help them form words correctly. The childminder introduces new words into conversations and teaches older children about tongue twisters to develop their love of language even more.

- Children develop exceptional mathematical skills. They spontaneously count and older children learn to count backwards from five. They recognise and can sort out the pieces of a puzzle that have straight sides. Children use mathematical language and concepts in their play. For example, they decide if the robot they have made from blocks is taller or shorter than they are.
- The childminder recognises the effect that the COVID-19 pandemic has had on the children. She worked closely with children and their families to offer additional support during this time. Children who attended her setting throughout the pandemic have made a time capsule as a memento of this period of history.
- There are effective procedures in place to deal with unwanted behaviour. The childminder liaises closely with parents to introduce strategies and develop a consistent approach between home and the setting.
- The childminder works closely with other settings and schools where children also attend or move on to. She shares information with them and intersperses what children are learning at other settings into the activities that she plans.
- Partnerships with parents are superb. The childminder values their suggestions and seeks their views. She shares information with them daily and involves them fully in all aspects of their child's learning and development. Parents comment positively about the high-quality care their children receive. They value the support the childminder provides to them and their children.
- The childminder evaluates her own practice and professional development is given high priority. The childminder attends training webinars and liaises closely with other childminders to share ideas and updates. This ensures that her already excellent practice continually evolves and improves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training to update her safeguarding knowledge. She has an excellent understanding of the types of abuse and the signs that indicate that a child or a member of their family may be suffering harm. This includes the 'Prevent' duty and domestic violence. She is fully aware of the need to protect children and knows how to seek advice and support should she need to do so. The childminder's premises are safe and secure. The childminder assesses hazards in the home and on outings and implements effective strategies to reduce any potential risk to children.

Setting details

Unique reference number	EY244956
Local authority	Dudley
Inspection number	10116034
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	1 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	28 July 2015

Information about this early years setting

The childminder registered in 2002 and lives in Wordsley, in the West Midlands. She operates all year round, from 7.15am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Johnson

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the setting.
- Ongoing discussion was held between the inspector and the childminder.
- The inspector looked at a selection of documentation and checked the suitability of persons living in the household.
- The childminder and the inspector discussed the curriculum and the impact of activities on children's learning.
- The inspector spoke to children and parents at appropriate times during the inspection and also took into account the views of parents from written feedback.

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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