

Childminder report

Inspection date:

26 July 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 develop close relationships with the childminder, her assistant and their friends. They are curious and display high levels of enthusiasm, independently accessing resources, purposefully set up by the childminder. Children's behaviour is exemplary. Older and younger children play harmoniously with each other. They respect the childminder's behavioural expectations and only require rare reminders of the rules in place.

Babies receive an abundance of cuddles and reassurance from the nurturing childminder. They watch her intently and snuggle in close as she talks to visitors. Babies demonstrate a strong sense of security as they gradually move further away from the childminder. They develop excellent physical skills. Children demonstrate their ability to balance as they confidently move around the childminder's garden. Babies develop strength in their legs as they pull themselves up to a standing position to access sensory experiences. They smile and laugh as they splash in water and fill containers with sand.

Older children concentrate and develop resilience. They persevere and engage in challenging activities. Children value the childminder's gentle explanations and demonstrate their understanding as they follow her instructions. Children remember to look at the picture on the front of the puzzle box and complete the corners of the puzzle first before filling in the middle. They respond well to the childminder's constant praise and encouragement which supports their confidence and self-esteem.

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

- The experienced childminder has an excellent understanding of how children learn and develop. She plans the curriculum around children's current interests, building on what they already know and planning activities around what children need to learn next. Children make outstanding progress in all areas of their learning and development.
- The childminder and her assistant prioritise children's well-being at all times. They consider the effects of the COVID-19 pandemic on children and their families and have adapted settling-in procedures to meet their needs. The childminder gathers a wide range of information from parents about children's interests, as well as what they can already do at home. She provides extended settling-in sessions where parents stay and play for as long as required. This helps all those involved to feel prepared for the child's move from home to the childminder's care.
- The childminder has strong relationships with professionals at the local schools children attend. She fully understands the importance of sharing information

with them to offer a consistent and complementary approach to children's care and learning. The childminder and her assistant complete comprehensive transition documents for Reception teachers, to ensure they are highly informed about children's development. Children are well prepared for the next stage in their learning.

- The childminder has highly effective partnerships with parents. She speaks with them at drop-off and collection times to share information about children's care needs and achievements. The childminder also uses an online application to share further information, including photos of children's play activities and documents about their progress. Parents comment on the 'high levels of growth and development' that their children have achieved since starting at the setting. They state they have 'come on in leaps and bounds'.
- The childminder provides children with a wide range of freshly cooked meals and healthy snacks. She ensures the meals provided are nutritious and takes into consideration children's dietary requirements. Children learn about the benefits of eating certain foods and understand how they support their body. For example, children learn that bread gives you energy and vegetables provide vitamins and minerals.
- The childminder and her assistant are highly experienced and qualified. They continuously reflect on their practice and look for new ideas to enhance their curriculum and experiences for children. The childminder networks with other outstanding childminders. They share their knowledge and skills to further enhance the curriculum and experiences for children.
- The childminder extends children's communication and language incredibly well. She skilfully asks children questions and gives them time to think and respond. For example, she asks children to consider the role of the person who flies a plane. Children make comparisons between pictures and tell the childminder 'the plane can't fly because there's no pilot'.
- Children gain a strong understanding of the diverse world around them. The childminder embraces children's individuality and supports them to talk about their families and special events in their lives. She respects children's different cultural heritage and encourages them to share traditions from home so she can promote these authentically in the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to her role and has an excellent understanding of her responsibilities to keep children safe. She ensures her home is fully secure and completes daily safety checks to minimise hazards to children. The childminder ensures that areas where children play are continuously sanitised to support their good health. The childminder and her assistant have a thorough understanding of how to identify signs and symptoms that may indicate concerns about a child's welfare. They know what to do should they have a concern about a child or if an allegation is made against a member of the household.

Setting details

Unique reference number	EY273924
Local authority	Worcestershire
Inspection number	10116054
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	0 to 11
Total number of places	12
Number of children on roll	44
Date of previous inspection	19 February 2015

Information about this early years setting

The childminder registered in 2003 and lives in Worcester. She provides care all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. They both hold early years qualifications at level 6. The childminder holds early years professional status. She is registered to provide funded early education for children aged two, three and four years.

Information about this inspection

Inspector
Holly Smith

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder discussed her intentions for children's learning and the curriculum she offers.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The childminder and her assistant discussed children's progress with the inspector.
- The inspector took account of the views of parents through written documentation.
- The inspector looked at required documentation, including evidence of the childminder's and her assistant's suitability.

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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