

Childminder report

Inspection date:

18 February 2020

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

The standard of care is exemplary. The childminder works very closely with parents and the providers of other settings children attend to help promote continuity for children. The childminder's curriculum intent is ambitious and implemented precisely. Her curriculum has been developed using the views of others, including parents. The childminder has a very strong focus on developing children's understanding of the world, different people and communities. She is innovative in how she is supporting children to gain these skills. The childminder has sourced a local allotment to help children learn how to grow, care and harvest food. She also organises a range of opportunities for children to engage with the local community. For instance, children perform a show of their choice for local elderly residents. This helps children to learn about and engage with others. Children's behaviour is impeccable. They have excellent manners and are kind to others. Using an assistant's suggestion, the childminder has created a 'house values' reward jar. Children place different coloured cubes into the jar for the different values they have demonstrated. These values are also demonstrated by staff. The childminder and her assistants teach children the language to describe their own feelings and recognise other's feelings. This helps children to regulate their own behaviour well.

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

- The childminder targets the additional funding she receives for children effectively. She works closely with other professionals and parents to carefully consider how best to use it. The childminder's use of the funding has enabled children with special educational needs and/or disabilities (SEND) to rapidly gain physical skills in a safe environment, taking into account their medical needs.
- The childminder has a strong vision to give children a rich set of learning experiences as part of the curriculum. She considers what experiences children have had and what will significantly broaden their learning in other ways. Children benefit from a wide range of additional activities, such as ballet lessons, language lessons taught by parents and learning how to play musical instruments.
- Children's communication, language and literacy skills are a strong part of the childminder's curriculum intent. The childminder and her assistant teach children and parents how to correctly say the sounds of letters. This also helps parents to continue children's learning at home. Children can blend the sounds of letters in words, such as 'i' in the word 'pie'.
- Children, along with their parents, gain an excellent knowledge of healthy lifestyles. The childminder shares healthy eating advice with parents to help them support their children's good health at home. The childminder celebrates when children try new foods. This helps give children the confidence to try other foods.

- The childminder and her assistants go above and beyond to support children's emotional well-being, including for those children who are due to start school. Children who need additional reassurance about starting school benefit from one of the childminding assistants visiting the school with them.
- The childminder's supervision of her assistants is robust. They are continually developing new skills in their teaching in line with the curriculum. One of the assistants has gained confidence in using resources to support her teaching of literacy. The childminder has a very strong commitment to supporting her own and her assistant's well-being. They work with a well-being coach to help do this. The childminder is currently undertaking a review of her own workload and that of her assistants.
- The childminder and her highly skilled assistants plan excellent learning opportunities for children based on their sound knowledge of each individual child. All children, including those with SEND, gain outstanding knowledge and skills from their starting points. Babies move with confidence around the setting and are eager to explore different sensory materials. Older children gain knowledge of local issues that affect others, such as flooding in the nearby town. Children gain knowledge and skills for school. They know the date can be written and read in both numeral and text formats and still have the same meaning. Children with SEND understand the concept of what is happening 'now' and what will happen 'next'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants are vigilant in keeping children safe. They work closely with other professionals when they have concerns for children's welfare. The childminder and her assistants maintain an up-to-date knowledge of safeguarding issues, such as exploitation. The childminder carries out the necessary checks on all those she employs to work with children to help to ensure they are suitable. The childminder ensures children gain an understanding of how to keep themselves safe through talks from the local policing team about online safety. Children also learn how to manage potential risks. They help to conduct daily risk assessments to identify and minimise any hazards.

Setting details

Unique reference number	EY282674
Local authority	Shropshire
Inspection number	10116064
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	18
Number of children on roll	23
Date of previous inspection	16 March 2016

Information about this early years setting

The childminder registered in 2004 and lives in the village of Bayston Hill, Shropshire. The childminder operates all year round, on a Tuesday, Wednesday and Thursday, from 7.15am to 5.45pm. She works with two assistants each day. The childminder holds a relevant early years qualification at level 3. She receives funding to provide free early education for three- and four-year-old children.

Information about this inspection

Inspector

Scott Thomas-White

Inspection activities

- The childminder gave the inspector a tour of her home and explained her curriculum intent.
- The inspector observed a range of activities indoors and outdoors. He completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and her assistants. He looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of parents' views.

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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