

Childminder report

Inspection date: 20 October 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	Good

What is it like to attend this early years setting?

The provision is outstanding

Children have the freedom to flourish within a superb, home-from-home, indoor and outdoor learning environment, which they access in all weathers. For example, children independently put on 'puddle suits' and extend their learning out in the rain. They are extremely happy and settle well.

Children benefit widely from the perfect balance of child-initiated play and guided teaching, to build the essential foundations for future learning. For example, children develop the prerequisite physical skills for future writing. They enjoy moving their whole body in a variety of ways to make marks in flour. Their movements are coordinated in response to familiar songs, purposefully selected to encourage repetitive gross-motor movements.

Children have a wealth of opportunities to practise developing their skills safely and independently. They display extremely positive relationships to learning, and they fully submerge in activities that challenge their ideas. For example, children initiate a 'floating' and 'sinking' activity where they use their previous knowledge to predict which items might sink.

Children accumulate a wide array of knowledge through meaningful activities and conversations with the childminder and their peers. For example, they reflect on a story about a 'hungry caterpillar' to pre-empt what might happen if they eat too much food. Children demonstrate outstanding behaviours through strong understanding and participation. For example, they are engrossed from the onset of their play. Children discuss ideas and introduce purposeful resources to create their own interpretations of a desert island.

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

- The childminder is extremely passionate about the experiences she provides children. Plenty of time and consideration has been taken to prioritise training and research to gather the perspectives of other professionals. As a result, the childminder has gained an admirable understanding of how children learn, and the importance of promoting children's self-regulation. This continuous professional development significantly enhances the curriculum and underpins high-quality teaching.
- The childminder effectively measures children's progress through frequent observations of what they know and can do. She is extremely experienced in identifying when children need further support, and she quickly actions next steps to strengthen the area of learning. For example, when children find it difficult to pull the lever on the spray bottle, the childminder plans activities to strengthen the required muscles. This ensures children succeed in this aspect of

their development.

- Children constantly receive high-quality interactions with the childminder who has extremely high expectations for what children can do. Their emotional well-being is at the forefront of next steps to install confidence when introducing new skills. For example, the youngest of children learn the wider aspects of toilet training, such as pulling up their own trousers and effective handwashing. This ensures children develop all the skills to be wholly independent.
- Children thrive in their communication skills within an extremely 'language-rich environment.' For example, they receive frequent opportunities to explore stories and real photographs which prompt conversations. The childminder deliberately chooses books and poetry to enhance children's knowledge of subjects taught. She is highly skilled in asking questions which challenge children's thinking and encourages speculation. This prompts children to recap their previous learning and think independently.
- Mathematics is engrained in practice. As a result, children develop strong knowledge of numbers and quantities. They learn to recognise a number of items without counting. Children enjoy singing number songs which link to current topics. For example, while exploring 'autumn,' children learn to subtract as they sing about five apples falling off a tree. They are extremely secure in their mathematical development. For example, they identify 'zero' when all the apples have gone.
- The local community playgrounds and green spaces provide children with a wide array of experiences beyond those at the setting. The childminder regularly plans purposeful outings for children to further enhance their experiences and explore resources of interest further, such as playing with 'small-world dinosaurs' in the woodlands. This significantly enhances children's imagination and curiosity, contributing towards their outstanding attitudes for learning.
- The childminder really values parents as key educators in shaping children's outcomes. During the COVID-19 pandemic, she identified that parents were fantastic in supporting children's learning at home. Children's continuous progress is positively influenced by the childminder who constantly provides parents with a wealth of information about children's learning. Following training, the childminder shares her newfound knowledge with parents so that they can support children's learning when away from the setting. This ensures a collaborative approach to working together.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is paramount. The childminder has exceptional knowledge of safeguarding issues, such as female genital mutilation, county lines and online grooming. She holds a relevant safeguarding qualification and has improvement plans in place to further acquire training to enhance her already outstanding knowledge of child protection. The childminder clearly understands her roles and responsibilities in identifying abuse and acting efficiently to report a concern about a child's welfare. This includes the use of early help assessments as an intervention

to support children's needs. Children learn valuable skills to help to keep themselves safe in the home, this includes how to use tools and equipment safely.

Setting details

Unique reference number	EY292916
Local authority	Staffordshire
Inspection number	10234862
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	8 February 2017

Information about this early years setting

The childminder registered in 2004 and lives in Tamworth, Staffordshire. She operates Monday to Friday, from 7.30am to 6pm, for 38 weeks of the year. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- This was the first routine inspection the setting 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.
- The childminder and the inspector completed a learning walk.
- The inspector observed the interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. The views of parents were considered by the inspector.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language and mathematical development.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household.

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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Textphone: 0161 618 8524
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