

Childminder report

Inspection date: 13 April 2023

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 arrive at the childminder's home full of energy and with big smiles on their faces. They are ready for an exciting day. Children have a fantastic time with this childminder, and they feel secure attending. They develop strong attachments to the childminder, who knows them well. Children settle quickly and engage fully with the variety of play and learning opportunities available. Children's behaviour is excellent. They take turns with support and wait patiently. They show kindness and empathy to each other. Children use good manners and enjoy the company of each other. For example, at snack time, children offer fruit to one another and wait patiently while taking turns to take their food.

The environment reflects children's interests. The childminder engages children in high-quality interactions. Children access a variety of exciting and inspiring activities. They enjoy high-quality learning experiences in their local community. For example, they visit the library, parks, woodlands and toddler groups. Children develop love and respect for animals and local wildlife. The childminder has a dog on site that children help to look after. Recently, she took children on a visit to the local pet shop to see the rabbits. The childminder embeds what children know about rabbits and makes links to this in other areas of the curriculum. For example, she recognises that in the Chinese calendar, it is the year of the rabbit, and she plans further learning opportunities for children on this topic. This provides a hook for children to explore Chinese culture, taste food and engage in stories about the Chinese New Year festival.

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

- The childminder's curriculum is incredibly responsive to the children's individual needs and interests. She has extensive child development knowledge. She assesses children's learning thoroughly and identifies what they specifically need to learn next. This informs planning and helps her sequence the curriculum, which ensures it is progressive. Children's learning continuously develops, and their knowledge accumulates. The childminder uses successful strategies to support children to learn more. This comprehensive approach ensures children make excellent progress and are ready for the next stage in their education.
- The childminder prioritises children's speech and language development. Children benefit from a language-rich environment with extremely effective interactions with the childminder. For example, the childminder skilfully maintains children's attention when sharing stories. She uses fantastic expression, gestures and props. Her questions extend children's learning and help check their understanding. Children gain high confidence in using new words.
- Children are very keen to learn. When children struggle, the childminder

successfully supports them by modelling. The childminder is very aware of the importance of developing children's concentration levels. She fully tunes in to what children show an interest in and uses these opportunities to extend learning. For example, the childminder notices children's fascination with the toy train and track. In these moments, the childminder supports children to explore and notice shapes, space, measure, patterns and quantity. She introduces language related to these concepts. Children routinely hear ambitious words and are beginning to say and repeat them.

- The childminder meticulously cares for and nurtures children's emotional well-being. Children thrive in her care and develop resilience, confidence and independence. They develop fantastic self-care skills and are eager to do things for themselves. For example, children wash their own hands and can dress and undress. Children eat healthy snacks, drink fresh water and are physically active outside. The childminder promotes equality and diversity. Through her curriculum, children explore different cultures, festivals and celebrations to prepare them for life in modern Britain.
- The childminder enhances her early years knowledge and teaching practice. For example, at a recent training session, she learned about the benefits of natural painting. She expertly reflects on her curriculum, and as a result, she has introduced painting with natural resources, such as sticks and stones, into her practice. As a result, children's investigation, exploration and creativity skills develop extremely well. The childminder also has highly effective partnerships with other professionals. For example, she ensures relevant funding and support are in place for children who have special educational needs and/or disabilities.
- Parents are extremely happy with the care and education their children receive. Parents speak very highly of the childminder. They specifically comment on the amazing progress their children are making. Parents say they always receive updates on their children's next steps, which helps them support their children to learn at home. The childminder gains extensive knowledge of the children, including through liaising with other settings that children attend so she can help make their learning continuous.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is very aware of her duty to keep children safe. She has an extensive knowledge and understanding of safeguarding, including recognising the types and the possible indicators of abuse. The childminder is clear about how to report any concerns. She is also very knowledgeable about the risk of children being radicalised. The childminder thoroughly assesses the potential risks in her home and puts appropriate measures in place to keep children safe. The childminder has a process for fire evacuation and plans opportunities to practise this with children present. She diligently attends safeguarding training to keep her knowledge up to date.

Setting details

Unique reference number	EY317373
Local authority	Staffordshire
Inspection number	10280747
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	12 September 2017

Information about this early years setting

The childminder registered in 2005 and lives in Tamworth. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Vicki Abraham

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Parents shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023