

Childminder report

Inspection date: 1 July 2024

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 childminder creates a learning environment that precisely reflects her ambitious curriculum and the current interests of the children. She thoroughly considers all seven areas of learning to ensure that the learning experiences available provide children with a consistently high level of challenge that reflects their stage of development. The play environment continuously supports children's progress. The childminder provides opportunities for children to practise their skills, apply their knowledge and gain a deep understanding across the seven areas of learning. Children are extremely engaged in their self-chosen play. Their learning is continuously supported and challenged with or without the adult support. For example, two-year-old children independently access the water dispenser in the role play café. They apply their understanding of 'full' and know when to turn the tap off so the cup does not overflow.

The childminder makes full use of every part of the daily routine to enhance children's learning. She places a strong emphasis on children making their own decisions and confidently follows their lead, making intuitive adjustments to her teaching along the way. The childminder has extremely high expectations for children's behaviour and provides them with clear boundaries so they fully understand what is expected from them. This helps children to develop a deep sense of responsibility. The childminder takes every precaution to keep children safe. Children thoroughly enjoy the time they spend in her nurturing care.

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

- The childminder is highly reflective and committed to continuing her professional development. She engages in weekly childminder webinars and completes further research and training to enhance her knowledge and the learning environment. This has enabled her practice to continuously develop. For example, recent training has supported her understanding of children's brain development and the impact this has on their learning.
- The childminder values the partnership she has with parents. This enables her to gain a comprehensive understanding of the children, including their care needs, interests and development. Parents say how the childminder is 'truly fantastic and goes about and beyond' to meet children's needs. The childminder provides parents with extensive guidance to support children's learning at home. This includes how to keep them safe when they use online devices.
- The childminder embraces the use of technology to support children's learning, especially for their communication and language. She purposefully introduced resources to encourage children to give instructions. For example, children decide they want to sing a particular song and instruct the online voice service to play it. The childminder incorporates the use of technology into children's role

play. Children pretend to use printers, and incorporate mobile phones, keyboards and cameras into their play.

- The childminder has an excellent understanding of child development. She analyses her observations of children to identify what children know, understand and can do. She then uses this information to plan meticulously for each child's learning needs. The childminder understands how to adjust activities so that children at different stages of development can benefit fully from them.
- The childminder uses assessment including the two-year-old progress check to evaluate how children are working towards their development milestones. She takes prompt action to work with parents in the first instance to help accelerate children's progress, such as when language development delays occur. She understands about partnership working with outside agencies when she recognises that children have special educational needs and or disabilities.
- The childminder is extremely knowledgeable about supporting children's communication and language development. She has focused on enhancing the language that she uses with children to ensure this is the most supportive model. The childminder implements a range of exciting games to help two-year-old children extend their vocabulary. She provides opportunities for children to talk about familiar people and what they are doing to give them a secure foundation for when they are ready to communicate in sentences. The childminder places a strong focus on the use of books to support the delivery of her curriculum and the children's communication and language.
- The childminder plans the learning environment so that it challenges children at different stages of their physical development. She provides them with extensive opportunities to use a range of progressive movements in readiness for writing. For example, two-year-old children use their shoulders to fly like butterflies. Older children must concentrate as they manoeuvre bowls of water from side to side to create waves as they sing a song. They must be very careful not to spill the contents, until the end of the song when everything goes overboard.
- The childminder makes full use of the local community to provide children with a wide range of learning experiences, so they learn about the world about them. Children benefit from excellent opportunities to reflect on diversity. The childminder specifically teaches children to stay safe, such as road safety.
- The childminder expertly supports children to manage their feelings and behaviour. This helps to create a calm and safe environment where children can feel secure. For example, she empowers older children with a range of strategies to help manage potential conflict with younger children. Older children have learnt to sensitively use the childminder's distraction technique when younger children interrupt their play.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY347381
Local authority	Staffordshire
Inspection number	10339380
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	13 July 2018

Information about this early years setting

The childminder was registered in 2007. The childminder is registered to work with an assistant. The childminding provision operates from 7.15am until 5pm, Monday to Thursday, and 7.15am to 9am on Friday, all year round except for family holidays and bank holidays. The childminder provides funded early education places for two-, three- and four-year old children. She holds an approved early years qualification.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- This was the first routine inspection the provider 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 EYFS curriculum.
- Children interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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 2024