

Childminder report

Inspection date:

22 November 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

This is truly a 'home-from-home' setting. The childminder and her assistants treat their work as a vocation, not a job. Not only do they love what they do and look forward to every day but they feel privileged to be working with 'unique and inspirational' children. This level of dedication heightens the experiences, quality of care and education these children receive on a daily basis. Days and experiences are not accidental. The childminder offers a wide range of experiences throughout the week, from forest school to visiting a residential home. All children flourish in this setting.

The childminder consistently supports children to become independent, sensitive, chatty learners. She always validates children's feelings. The childminder accurately names different emotions that children express and gently lets them know it is OK to feel that way. For example, when a younger child draws on another child's picture, they become upset. She allows the child to be upset and then explains that the other child is younger, and they were not trying to hurt them. Children are calm and reflective about their own feelings and accepting of others' feelings. The childminder promotes healthy eating. Children are provided with a broad variety of fruit and are offered milk or water. The childminder consistently supports children to use their manners throughout the day.

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

- The childminder has made successful changes to her curriculum. She uses detailed knowledge about what she knows about children's development and has thought carefully about what she wants children to learn. The childminder successfully uses children's interests to spark their curiosity. She recognises that following children's interests alone will not give them the skills and knowledge that they need. She plans purposeful direct teaching to make sure that children make excellent progress in all areas of learning. The childminder has created exciting resource packs to support the curriculum that generate excitement and enhance learning for all children.
- Learning does not happen by chance in this setting. The childminder knows precisely where the children are at in their development and plans to support rapid progress. She gives children many opportunities to practise what they have been learning through repeating activities and books and then through different topics. This means that children are able to remember new words and concepts confidently.
- The childminder creates memorable learning experiences and helps children to make links in their learning. For example, during dinner a child notices steam coming from one of the meals and says their 'lunch looks like a steamy hot volcano'. The childminder agrees and responds by saying that they need to 'huff

and puff the steam away'. Another child instantly recognises this and talks about the wolf from 'The Three Little Pigs'. The childminder helps the children to remember a visit to see the pigs last year. This shows that children are able to remember knowledge and experiences long term.

- Exciting and different topics are chosen to engage children in their learning. For example, children learn about the solar system. When asked what this means they confidently say that 'it is planets'. They recognise 'earth' and can talk about the blue being water. The childminder encourages children to question the world around them and make links with what they are learning. For example, they know that the moon doesn't have gravity and it has craters on it. The childminder supports children to think about the effect the recent snowfall has had on the texture of the grass and wonder if it is similar to the moon's surface.
- The childminder and her assistants read books with such enthusiasm that it leaves all children captivated. They value reading and story time, and it is given a high priority in the routines and activities of the day. Themed books are tantalisingly placed throughout the setting to draw children to different areas of the room. For example, a non-fiction book is placed near a toy space craft and astronaut figure. Children flock to it, making connections between the book and the resources. The childminder supports children to use correct words. For example, when a child says aeroplane, she calls it a rocket.
- The childminder skilfully builds on children's early mathematical experiences throughout the day. She is incredibly confident and positive when she teaches mathematics, which naturally cascades to the children. As a result, children are confident early mathematicians. The childminder shares opportunities to support children to think for themselves. For example, when a child orders numbers incorrectly she supports the child to identify where the error is, rather than do it for them. This means that children are becoming resilient and active learners.
- Parents are overwhelmingly positive about the care and education their children get in this setting. They say that 'parental communication is second to none. We know what our child has done every day, and we are provided with the tools to continue our child's development at home'.

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	EY367051
Local authority	Worcestershire
Inspection number	10372194
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	12
Number of children on roll	12
Date of previous inspection	4 April 2019

Information about this early years setting

The childminder registered in 2007 and lives in Worcester. She operates all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an early years degree. She provides funded early education for children. The childminder works with an assistant.

Information about this inspection

Inspector

Emily Garner

Inspection activities

- 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.
- The inspector spoke to children, to find out about their time at the setting and their learning.

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