

Childminder report

Inspection date: 16 March 2020

Overall effectiveness	Outstanding
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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 provides an exceedingly warm, welcoming and homely environment, where children settle quickly and feel secure. Children establish excellent relationships with the childminder. They are confident and independent learners, and display high levels of emotional well-being during play. Children's behaviour is excellent. The childminder plans a rich and varied selection of well-organised activities across the curriculum, which deeply engage and focus children for extremely long periods. She is highly responsive to children's needs and offers them reassurance and cuddles without hesitation. Children are extremely happy, self-assured and continually interact with each other and the childminder. Children have a clear love of literacy. The childminder provides cosy areas to encourage children to develop a deep appreciation of books. They share stories, snuggling together to find out what might happen next. Children learn new vocabulary rapidly. The childminder constantly repeats words back to them and models the correct pronunciation. They make excellent progress in their communication, language and literacy skills. The childminder places a sharp focus on developing children's independence. Children have opportunities to challenge themselves, take risks and learn important life skills to prepare them for their next stage in learning. For example, children thoroughly enjoy outings to local woods where they can climb trees and jump in muddy puddles. The childminder ensures that each child makes the best possible progress while in her care.

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

- The childminder gets to know children and their families very well. She has implemented a careful settling-in process where she gathers detailed information about children's routines, development, interests and their likes and dislikes before parents leave children in her care. The childminder uses this information highly effectively to plan for and enhance children's learning experiences from the outset.
- Teaching is of an exceptionally high quality. The childminder assesses children's progress accurately. She uses this information extremely well to plan stimulating learning experiences based on the children's individual needs and experiences. The childminder captures every available opportunity to enhance children's learning. For example, at snack time, children are eager to learn about circles as they cut up bananas and count pieces of fruit into their dishes.
- The childminder places a strong focus on ensuring children develop their fine-motor skills that will help them greatly in their future learning. They enjoy creative activities, using colourful paint and glue. Children select their own colours and share their resources willingly. Children readily take on challenges and persist very effectively to acquire new skills, for example, they squeeze out glue with enthusiasm. The childminder supports children exceptionally well to

persevere to complete difficult tasks, such as using scissors to cut out shapes. This all helps to develop their small muscles in preparation for early writing highly effectively.

- The childminder engages in children's play and is skilled at interacting with them. Children become absorbed in what they are doing. For example, they thoroughly enjoy role play in the 'builder's site' the childminder has created. They are delighted to put on their hard hats and high-visibility jackets to use the tools. Children develop their mathematics skills excellently as they count, compare sizes and talk about shapes. The childminder takes the opportunity to encourage children to recall the importance of recycling materials.
- Children love to be physically active. They benefit from a wide array of outdoor learning experiences to develop their knowledge and understanding about the world, and experience communities beyond their own. For instance, children visit a local farm, the seaside, and take trips on a train, and a barge.
- The childminder provides a language-rich environment, with numerous opportunities for children to build on their vocabulary, especially through stories and songs. The childminder shares books with children every day. Children have their favourite books, for example, they enjoy hearing about the characters from 'The Gruffalo'. Children demonstrate that they can engage and focus for extremely long periods and display excellent attitudes towards learning.
- The childminder understands the significance of children's home lives and experiences. Partnerships with parents are excellent and play an extremely strong part in successfully meeting children's individual needs. The childminder values parental contributions towards children's learning. She creates a development plan with the children, then shares this with parents. She keeps parents well informed and updated about their children's learning through observations, photographs and regular assessments. Parents value this communication as it helps them share in their children's learning and contribute to topics at the setting. The childminder also supports parents and children in their home environment to ensure learning and development are consistent and children achieve the best possible outcomes.
- The childminder is highly reflective about the quality of her practice. She has an excellent attitude to further developing her skills and the care that she provides. She regularly evaluates the work of the setting to drive improvement, to ensure she consistently maintains the highest possible standards for all children. The childminder identifies any training or support needs quickly and builds on her professional development according to the needs of children. She ensures that her professional development is ongoing and that it drives forward improvements to her already outstanding practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very broad knowledge of child protection issues, including wider safeguarding concerns. She understands her duty to prevent children from being drawn into situations that put them at significant risk of harm. The

childminder is vigilant and has a thorough understanding of the procedures to follow if she is concerned about a child. She is fully aware of her role and responsibilities around safeguarding, and frequently attends training to update her knowledge to keep children safe and protected from harm. Safeguarding policies are detailed and clear. The childminder supervises children closely and ensures activities and outings are risk assessed to help minimise any hazards to children.

Setting details

Unique reference number	EY367280
Local authority	Worcestershire
Inspection number	10116134
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	0 to 9
Total number of places	6
Number of children on roll	13
Date of previous inspection	10 March 2016

Information about this early years setting

The childminder registered in 2008 and lives in Worcester. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jacqueline Coomer

Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the provider. This has included the effect these measures have had on the current attendance of the children and staffing arrangements.
- The inspector and the childminder completed a 'learning walk' across all areas of the setting to understand how the early years provision and the curriculum is organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included evidence of suitability and training.
- The inspector took account of the views of parents through written feedback provided.

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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