

Childminder report

Inspection date:

4 November 2021

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 are extremely well behaved and approach activities with curiosity, energy and enthusiasm. They form close connections with each other and play exceptionally well together. Despite their young ages, children independently use the toilet and are given the time they need to put on their coats, shoes and hats.

Children benefit from a wealth of learning experiences, which are matched to their interests and learning needs, and make excellent progress. They show a comprehensive understanding of the natural world due to rich first-hand experiences on offer, which are used skilfully to teach children. For example, children collect eggs from the hens, use home-grown produce and learn about hay, which is baled in the adjacent field. They learn about the life cycles of plants, eggs and butterflies, and know where their food comes from and how it benefits their bodies.

Children persevere and thoroughly enjoy exploring mathematical concepts. For example, children, who are not yet three years of age, recognise numbers up to 10 and count the correct number of objects and sort them by colour. They use a rich range of mathematical language, such as 'full', 'empty', 'half', 'more' and 'heavy', as they play with the pasta and weighing scales. This language-rich environment helps to reinforce any new concepts and new words are introduced exceptionally well. For example, children correctly use words such as 'quiet', 'loud', 'fast', 'slow', 'low' and 'high' as they use musical instruments and play outdoors on the seesaw.

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

- The outstanding outcomes are clearly attributed to the childminder's deep understanding of how children learn best. She delivers a curriculum that is centred on children learning through their personal experiences and exciting first-hand experiences of the world around them. The childminder has the very highest expectations for all children and offers the greatest level of challenge during her interactions. Consequently, children make excellent progress across the curriculum.
- The childminder has kept abreast of any changes in early years and shows a genuine commitment in constantly developing her curriculum and teaching. She makes excellent use of any early years training, including using high-quality webinars and online forums to help continually develop practice. She attends the local authority cluster meetings and has a support network of childminders, which she successfully uses to extend her own and others practice.
- The childminder works tirelessly to gain the trust of parents, including those who are anxious about leaving their children. Parents report that she is sensitive and recognises the uniqueness of their children and family circumstances. They state

that induction sessions are carefully tailored to meet their children's individual needs and they are extremely happy and settled. The childminder makes excellent use of the electronic system to ensure she maintains a high level of engagement with parents. For example, she provides daily updates and shares information about children's achievements, progress and next steps in learning to deepen their understanding and sustain this partnership working.

- The childminder provides excellent support for children who need it most. She swiftly identifies any children who may benefit from additional help and works closely with parents to help each child succeed. She diligently tracks children's progress and shares high-quality, comprehensive development reports with parents and other settings that children attend and move on to.
- The childminder uses an excellent range of teaching strategies to help children remember long term. She skilfully integrates new knowledge and reinforces learning through a superb range of daily practical opportunities. For example, children learn about left and right as they follow maps, and this learning is then successfully reinforced during the day as they ride on wheeled toys.
- The childminder uses an abundance of books and visual aids for children of all ages. She uses them exceptionally well to ignite children's imagination to motivate them to learn and gain information. The childminder skilfully supports children to carefully listen to sounds in their environment and learn about rhythm and rhyme. Children make marks as they play and, despite their young ages, they know some of the letter sounds of their names.
- The childminder places a high value on ensuring all children learn to respect each other and their differences. They have a very rich set of experiences to learn about people, families and communities beyond their own experience. For example, a variety of cultural festivals, foods, music, and instruments are incorporated successfully into the educational programme and daily routine to teach children about diversity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of child protection issues and the procedures to follow if a child is suffering from abuse or neglect. In addition, she has a comprehensive understanding of wider safeguarding issues, such as extremism and how to recognise if children are being exposed to extreme views. Children's safety is given a high priority at all times and the childminder uses stringent systems to keep children safe on outings. Children are supervised at all times and taught how to keep safe around open water and animals. The childminder's home is safe and clean, and rigorous hygiene practices are adopted to prevent the spread of infection. She is vigilant about any food allergies the children have and works diligently with parents to reintroduce particular foods as directed.

Setting details

Unique reference number	EY379072
Local authority	Worcestershire
Inspection number	10067040
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 August 2015

Information about this early years setting

The childminder registered in 2008 and lives in Stoke Prior, Worcestershire. She operates from 8am to 6pm, Monday to Friday. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- This is the first inspection the childminder 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 of the setting.
- The inspector and the childminder completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation and held discussions with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household.
- The inspector took into account the views of parents.

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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