

Childminder report

Inspection date: 12 August 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	Good

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in the childminder's care and make outstanding progress from their starting points. The childminder has the highest expectations and aspirations for the children. She uses her remarkable knowledge to help all children gain ambitious knowledge, skills and vocabulary. Consequently, they are exceptionally well prepared for their next educational stage.

The childminder guides younger children to become confident communicators. She intentionally exposes children to ambitious and varied language. Children delight in the challenge of using vocabulary, such as 'Stegosaurus' and 'Diplodocus', in their play. The childminder supports older children to ask pertinent questions, make predictions and think critically.

The childminder expertly promotes children's emotional well-being by skilfully nurturing each child in her care. She offers an abundance of love and affection to each child when they seek reassurance. Children beam as the childminder offers support at precisely the right time, tenderly rocking them as she offers them soothing and reassuring words. The childminder goes above and beyond for all children to help them achieve the highest levels of confidence and self-esteem.

Children, without exception, display extremely high levels of engagement and motivation towards their learning. The childminder expertly adapts teaching, in the moment, to ensure that all children are enthused. She swiftly steps in to re-engage and challenge children in their learning. For example, children are presented with new resources or activities that inspire and challenge them to learn ambitious skills. The childminder has an exceptional knowledge of children's interests, which is built on through observing and playing effectively with each child over time.

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

- Children achieve outstanding learning outcomes and are exceptionally well prepared for their next stage in learning. The childminder meticulously plans an ambitious and tailored curriculum for all children. She uses her in-depth knowledge of the children's development to ensure that they make rapid progress. Children are highly challenged, and they make excellent progress.
- The childminder helps children to flourish through play opportunities. She knows when to step in to build on what children already know and can do. Consequently, children display extremely high levels of problem-solving skills. For example, the childminder intentionally introduces puzzles with more complexity at just the right moment, to build on children's problem-solving and reasoning skills. Children relish being challenged beyond their age expectations.
- The childminder is a superb role model. She nurtures each child and tailors her

practice to meet their individual needs. The childminder shows respect and supports children to demonstrate impeccable manners and behaviour attitudes. Very young children show an awareness of how their feelings and behaviours can impact on others. Children moderate their behaviour and talk about other people's feelings.

- The childminder is tremendously ambitious and highly committed to offering the best provision she can. Since her last inspection, she has engaged in a wealth of training and research to continually develop her professional skills. For example, she has undertaken specialist training in speech and language. The childminder has set up a support group with another local childminder to review, monitor and disseminate exemplary practice. This has helped her to continually monitor and improve her provision.
- The childminder precisely plans and sequences opportunities for children to become experts in understanding the world. As well as planning frequent experiences to support their engagement with cultures different from their own, the childminder has a clear vision and high ambition for children to develop empathy and kindness. For example, the childminder arranges for children to visit a local food bank and take donations. Children are exposed to words such as respect and tolerance, which they use in their conversations.
- The childminder has developed an exemplary system for assessing children's progress. This starts before children join. The childminder gains an abundance of knowledge, which she uses to create unique support programmes. Where children start to fall behind, she quickly liaises with parents and other professionals to build individual programmes of support. Not a moment is wasted and, as a result, children achieve challenging targets.
- Parents and carers recognise the very special role the childminder plays in helping their child to make wonderful childhood memories. They say their children thrive in her care and excel in reaching developmental milestones. The childminder supports the child and family, spending time to explain funding and acting as an extended member of the family. Parents say their children leave the childminder's home excited to share what they have learned that day. New language and knowledge shines through as children travel 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	EY388853
Local authority	Worcestershire
Inspection number	10337024
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 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	30 October 2018

Information about this early years setting

The childminder registered in 2009 and lives in Worcester. The childminder operates all year round, from 7.45am to 5.45pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Victoria Laird

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.

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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