

Childminder report

Inspection date:

2 August 2022

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 an inspirational setting. Children have a passion for learning, and develop high levels of concentration, knowledge and skills beyond what is expected for their age.

The childminder and her assistant, who acts as a buddy key person, have very strong bonds with children and superb partnership with parents. Children show great delight when they arrive at the setting. The childminder and her assistant work closely with parents to adapt care needs to children, such as those who start toilet training. Children receive the support they need to use the toilet successfully from day one. This is because of the high expectations and outstanding care provided for children.

Children's behaviour is excellent. They form strong friendships from an early age and children work closely together to complete activities. Incidents of less desirable behaviour are very rare, but when they do happen, the childminder and her assistant work with children to help them to solve their disagreements, follow the rules expected of them and understand the impact of their behaviour.

Children say they really like coming to this setting and they love to play in the large garden. They know the childminder supports their interests, for example through the recent activities about dinosaurs. Children say there is nothing they do not like.

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

- The childminder has precise curriculum plans that are ambitious for all children, including those whose development has been negatively impacted by the COVID-19 pandemic. The childminder uses her accurate assessment of children's learning when they start and her knowledge of the local context in which children live to set clear aims for children's learning.
- The delivery of the curriculum is inspirational. The childminder and her assistant deliver the curriculum through well-thought-out environments, specially planned daily routines and expert teaching. The childminder has carefully considered the needs of the children of military-service personnel when they attend the setting to help foster their social and emotional well-being.
- The curriculum has an extremely positive impact on children's acquisition of knowledge and skills over time. Children with low personal, social and emotional skills on entry to the setting have now developed strong relationships with their peers. Children who had gaps in their speaking skills when they returned from the national lockdown are now using a range of words, such as 'rollicking', because of their rapid acquisition of new vocabulary.
- The childminder works exceptionally well with parents to get to know children

and assess their needs from the outset. She understands children's interests and plans for these. Children who enjoy carpentry, practise their skills using tools and wood pieces in the setting. This activity also provides suitable challenge for babies, who from a young age can build towers with large wooden blocks.

- Children build on their experiences of rural living from home in the childminding setting. Children show a preference to learn outside, and the childminder caters for this through the daily routines. Recently the childminder has made the decision to be based outside from an outdoor classroom following evaluation with children and parents. This enables children to continue their love of learning outdoors and benefit from experiences, such as rearing ducks and chickens.
- The childminder and her assistant both demonstrate outstanding teaching. The childminder provides highly effective supervision to her assistant. The impact of this is that the assistant is highly skilled in differentiating teaching to meet the needs of both younger and older children. She demonstrates superb interactions with children through skilful questioning.
- The curriculum helps children to develop a positive attitude towards others as well as learning about those different to themselves. Children develop positive gender stereotypes of different sexes doing the same professions, such as serving in the armed forces.
- The childminder and her assistant continually promote children's healthy lifestyles throughout the care and activities they provide. Children exert themselves daily, such as when they speedily run and clamber around the garden completing their nature hunt.
- The childminder is passionate about partnership working to benefit children. She provides a vast range of resources and information to parents to extend children's learning at home. The close working relationships she has with staff at local schools and early years setting promotes excellent continuity for children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have an in-depth knowledge of safeguarding. They skilfully monitor the welfare of all children and can identify concerns for children. The childminder and her assistant know the services and agencies available to ensure children and families receive the right support, at the right time. This includes when families would benefit from early help support and when children abuse other children. The childminder has appropriate procedures in place for the management of safeguarding. These includes how to respond to safeguarding concerns for those living and working in the household. The curriculum has a strong focus on teaching children how to keep safe, including when using technology. Children learn about the negative impact that inappropriate content can have on them.

Setting details

Unique reference number	EY399089
Local authority	Herefordshire
Inspection number	10116164
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	12
Number of children on roll	24
Date of previous inspection	12 August 2015

Information about this early years setting

The childminder registered in 2009 and lives in Herefordshire. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except for family holidays. The childminder works with an assistant and has a level 3 qualification in childcare. She receives funding to provide early education for three-year-olds.

Information about this inspection

Inspector

Scott Thomas-White

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspectors spoke to the childminder and her assistant throughout the inspection. He viewed the written feedback from parents.
- The childminder and inspector evaluated an activity to consider how the curriculum is implemented and the impact on children's learning.
- 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.

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