

Childminder report

Inspection date: 27 January 2020

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

The childminder and her co-childminder know all of the children extremely well. They place a top priority on supporting children's emotional well-being so children feel safe to explore and investigate their environment. The experiences and activities planned are securely sequenced to help children build their knowledge. Children make excellent progress from their starting points. For example, the childminder skilfully engages children during the daily music and movement session as she uses a rich range of visual aids to capture their interest. Children delight in the session and are eager to sing along and use the instruments as they learn to shake them above, below, behind and in front. This clear focus on introducing new concepts and vocabulary ensures children begin to use the new words introduced, and many excel in their communication and language skills. The childminder has a deep understanding of how to promote children's mathematical and early literacy skills. For example, children learn about rhythm and rhyme, and they learn to recognise their names. Children thoroughly enjoy making marks in a variety of ways. They are highly motivated during all activities because the childminder closely observes children and adapts activities according to their learning styles and interests. For example, many of the boys attending prefer being outside, and the childminder successfully incorporates mathematical and literacy activities outside to motivate them to learn.

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

- The childminder and her co-childminder meticulously plan a very rich range of experiences around all areas to help motivate children to learn. They have the highest expectations of all children and use rigorous systems to monitor children's development and help them make excellent progress.
- The childminder is extremely well organised and makes exceptional use of the daily routine, space and resources to provide exciting learning opportunities. She places a high priority on using songs, books and musical instruments to help reinforce learning and promote children's communication and language.
- The childminder uses a child-centred approach and makes excellent use of children's interests. She also introduces meaningful first-hand experiences to help children build on their knowledge. For example, children visit local nature trails, parks and places of interest, which are very often linked to the topic being covered. This enthuses children and they are eager to learn and recreate their experiences.
- There are excellent systems in place to consult with parents, and their ideas, views and opinions are valued and acted upon swiftly. Parents report extremely high levels of satisfaction. They state that their children have close bonds with both childminders, and that the progress they make, in particular in their speech and social skills, is very impressive.

- The childminder and her co-childminder work extremely well together in their pursuit of excellence. They are clearly driven and enthusiastic about children's learning. The days children do not attend are used to sharply evaluate activities and practice and to plan diligently for the following week. The childminders make excellent use of the local partnership group for early years providers and schools for their own professional development and to extend their practice. This partnership helps them focus very precisely on school readiness for the children.
- The childminder adopts an extremely nurturing approach and places a high priority on ensuring children feel secure and happy. She makes excellent use of the daily routine to help children gain a sense of time, and they show a real sense of belonging. Children show high levels of cooperation and self-control. They easily follow instructions and are eager to take part.
- Children have excellent opportunities to extend and practise their physical skills indoors and outdoors. They learn how to manage risk as they use the play tunnels and tents, and as they use a variety of tools, knives and scissors under close supervision. The childminder skilfully supports children to learn about keeping healthy and about the effects of exercise on their bodies.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of child protection issues and the procedures to follow to safeguard children. She has robust procedures in place to ensure that household members, including the co-childminder, are suitable and their ongoing suitability is assessed. Children's safety is given high priority at all times, and detailed written risk assessments are in place for all outings taken. The home is kept extremely clean and stringent hygienic practices are adopted. The childminder is vigilant about children's safety and works extremely well with her co-childminder to offer a high level of supervision at all times.

Setting details

Unique reference number	EY414808
Local authority	Worcestershire
Inspection number	10116173
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	6 April 2016

Information about this early years setting

The childminder registered in 2010 and lives in Hagley, Worcestershire, where she works with a registered co-childminder. They operate from 8am until 6pm on Monday, Tuesday and Wednesday throughout the year, except for bank holidays and family holidays.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed two joint evaluations of an activity with the childminder and her co-childminder.
- The inspector held a number of discussions with the childminder and her co-childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household and working on the premises.
- The inspector spoke to children during the inspection.
- The inspector took account of 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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