

Childminder report

Inspection date:

1 September 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

Children make outstanding progress at this exceptionally homely and stimulating setting. They are greeted with enthusiasm and warmth by the childminder. As a result, children are extremely confident and self-assured. They demonstrate this as they fondly involve the childminder in their play and excitedly recall previous learning experiences to the inspector. The children develop tremendously close bonds with the childminder, who is a kind and calming role model. They feel fully secure and highly valued at the setting as the childminder respects their ideas and choices. For example, children discuss that they would like to eat the fresh basil they grew with their healthy snack. They are supported and encouraged by the childminder to independently pick it. This supports children to be confident and make decisions for themselves.

Children behave remarkably well as they explore the wonderful range of resources in the environment. Their attention is deeply absorbed in the purposeful and challenging activities that the childminder plans. They maintain the highest levels of concentration and enjoyment as they imaginatively create their own 'village' using wooden blocks. They are completely motivated to lead and extend their own play and learning. For instance, they demonstrate amazing mathematical knowledge as they talk about the solid shapes they have used to form their 'village', including a 'cylinder, sphere and a prism'. Children persevere at tasks and display a can-do attitude. For example, children meticulously balance their wooden blocks at different angles and celebrate that they have successfully built a tower.

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

- The childminder's understanding of how children learn is inspirational. When children start at the setting, the childminder finds out an extensive range of information about their development, routines, interests and previous experiences. She plans and delivers a broad, exciting and challenging curriculum which is completely child centred. She carefully considers what children enjoy, what they can do and what they need to learn next. She ensures they consistently benefit from a vast range of enjoyable learning opportunities.
- Children's communication, language and literacy development is wonderfully supported at every opportunity. The childminder empowers children to develop a love of reading from an early age. She provides them with access to a wide range of high-quality books. Children are captivated as the childminder reads their favourite story, 'Dear Zoo'. They enthusiastically use animal props and read alongside the childminder. Children thoroughly enjoy singing their 'welcome song' as part of the morning routine. They proudly demonstrate how to clap out the syllables in large words. This helps to support their pronunciation and recognise sounds. The childminder asks challenging questions, allowing children

time to explore their own ideas. In turn, children are extremely confident communicators and develop extraordinary language skills.

- The childminder provides countless opportunities to help children obtain a great understanding of the world around them. She takes children on regular outings to build on their experiences and complement their learning. For example, children were visited by a veterinary nurse and received a certificate as they learnt to care for bunnies. Their knowledge was consolidated with a trip to a local farm where they discussed the importance of caring for animals and what they might eat.
- The experienced and highly skilled childminder is extremely dedicated and passionate about her work. She has incredibly high ambitions for her setting and all children who attend. She has continued to build on her professional development since her last inspection, which is precisely focused on supporting the needs of children. For instance, she has recently increased her understanding of developmental trauma and adverse childhood experiences. This helps her to expertly promote children's well-being and sensitively support their emotional development.
- Children are superbly supported to develop their independent self-care skills from a young age. They understand the need to take off their own shoes when they arrive at the setting. They regularly and thoroughly wash their hands. Children enjoy being independent and are very eager to take on responsibilities. They learn to care for their environment. They tidy away resources and learn to recognise recycling materials and which bin to place them in.
- Partnership working is exceptionally strong. The childminder continually communicates with parents. She shares the wonderful learning experiences she provides to children and ideas of how parents can support their children's learning at home. Parents comment that their children are 'incredibly happy' and the standards of care and education are 'excellent'. The childminder works extremely closely with local schools and other providers in the area. She shares children's developmental progress with them and ensures children are emotionally prepared for their transition to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has incredibly robust procedures in place to safeguard children. She demonstrates an excellent awareness of the signs and symptoms of abuse. She fully understands how to record and report any concerns about a child or an adult. The childminder is knowledgeable about wider local safeguarding concerns. For example, she describes the problems of county lines drug trafficking and who she would report concerns to if she was worried a child was at immediate risk. She keeps meticulous attendance records and follows up on absences to make sure children are safe and well. The childminder maintains a safe and secure environment. Thorough risk assessments are conducted on her home and for outings. This ensures that children are always kept safe.

Setting details

Unique reference number	EY424003
Local authority	Worcestershire
Inspection number	10116179
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	4 to 7
Total number of places	6
Number of children on roll	3
Date of previous inspection	9 September 2015

Information about this early years setting

The childminder registered in 2011 and lives in Worcester. She operates for 38 weeks of the year, on a Monday, Wednesday and Friday. Sessions run from 9am to 2:45pm. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Dale Ramsey

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and have taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of education and assessed the impact this has on children's progress.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector took account of parents' views during the inspection.
- The inspector checked evidence of the suitability of household members and qualifications of the childminder.

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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