

Childminder report

Inspection date: 19 October 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 experience warm and loving relationships with the childminder. Their interactions are natural and filled with genuine affection. Children laugh with the childminder during their play and express high levels of confidence as they explore the environment. Children go to the childminder for comfort when they are tired or upset and receive cuddles and affection from her.

Children enjoy sharing stories with the childminder. They say the names of animals in a book and join in with making the noises relating to each animal. They show excitement as they roar when they spot a lion and wave their arms to act as an elephant. Children express preferences for favourite books and are developing a joy of reading.

Children enjoy the vast opportunities they have to explore different textures and materials. They play with sand, soapy water, leaves and cones, which are freely available to them. Children squeeze soap in sponges and watch with wonder as the bubbles ooze out of the sponge. They wipe soap over small pots and rinse them in water to make the bubbles disappear. They become captivated in their play as they discover different ways to use the resources available to them.

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

- The childminder is dedicated to ensuring children achieve high outcomes in their learning. She provides a well thought out and sequenced curriculum. She is knowledgeable about children's level of development and competently identifies what children need to learn next. She successfully creates teaching opportunities throughout the daily routine to support the progression of children's knowledge and skills.
- Children's communication development is given high priority. The childminder has exceptional teaching skills. She asks children to think about the answers they give to questions. For example, when children say a banana is red, the childminder skilfully prompts them to think about what a banana looks like, encouraging a different answer from them. Children learn to problem solve and develop their thinking and skills.
- The childminder is passionate about the care and learning experiences she provides for children. Her dedication to enhancing children's emotional well-being is obvious. She stays close to children and recognises when they need rest and comfort. She provides a comfortable and relaxed sleeping environment for children, which helps them to settle quickly to sleep.
- The childminder provides children with inspirational learning experiences. Children visit a variety of places in the local community. They attend music groups at the library, take part in treasure hunts in the park and choose

vegetables from the local farm shop. Children gain pleasure from these activities and learn about the world around them.

- Children's behaviour is exceptional. Even the youngest children show respect for one another. They are encouraged to pay attention to each other and share fruit at snack time. Children stop to listen to the childminder and are rapidly developing turn taking skills.
- The childminder has formed extremely close relationships with her families. Parents comment on the care their children receive and the new things their children have learned. They say they feel like an 'extended part of the family' and mention how relaxed they feel knowing their children are safe and happy with the childminder. The childminder is committed to ensuring children experience consistency between their home and hers.
- The childminder updates her own knowledge and skills frequently. She reviews her practice with children to identify where she has gaps in her knowledge and actively seeks out training to address these. She attends training with other childminders and shares ideas of how to implement her learning into her work with children.
- Children with special educational needs and/or disabilities (SEND) are well supported. The childminder considers the individual needs of children and works with other professionals to coordinate the right support for them. She supports parents when children with SEND transition to new settings and shares information, which supports children to settle quickly in their new environment.
- The childminder ensures that equality and diversity is at the heart of her practice. She talks to children about similarities and differences between themselves and others. She promotes a positive view of all people and helps children to understand the needs of others. Children, therefore, develop a positive sense of self.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of safeguarding matters. She has clear procedures, which ensure children are kept safe. She recognises signs which may suggest a child may be at risk of harm. She knows the importance of working with other agencies to make sure children feel safe. The childminder has a rigorous risk assessment process. She constantly assesses the environment, both indoors and outdoors, to ensure children are kept safe. She identifies any hazards in the environment and takes steps to reduce any risks to children. Children learn to keep themselves safe as they learn about road safety and how to use equipment properly.

Setting details

Unique reference number	EY450597
Local authority	Warwickshire
Inspection number	10235898
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	14 March 2017

Information about this early years setting

The childminder registered in 2012 and lives in Tamworth. She operates Monday to Friday from 7.30am to 5.30pm. She holds an early years qualification at level 5. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Christine Ward

Inspection activities

- This was the first routine inspection the provider 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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