

Childminder report

Inspection date:

8 September 2023

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

The Steiner educational philosophy is used exceptionally well by the childminder to help develop children's love of learning. She creates an excellent environment that supports children's self-directed free play. For example, children competently solve problems as they construct dens, clipping blankets around the climbing frame and wooden clothes dryers. She indulges children's fantasy play as they talk about being neighbours and ringing their pretend door bells.

The childminder skilfully empowers children to resolve disputes and be resilient. They show excellent cooperation and kindness to one another as they play and investigate. Much time is devoted to outdoor education and nature. Children learn from the natural world as they engage with it. For example, children are intrigued by the fallen seed pods and use lavender sprigs as they make their mud cakes. The childminder provides excellent first-hand experiences for children to learn about the life cycle of pigs, lambs and trees.

The childminder has an extensive working knowledge of mathematics due to her engineering background. She makes excellent use of everyday tasks and activities, and children excel in their mathematical ability. For example, children enjoy measuring, calculating and problem-solving, and they use an extensive range of mathematical language as they play. The childminder prioritises building loving and stable relationships with children so they can be happy and carefree. She places a high focus on understanding each child's personality and temperament. This helps her to adapt the environment, activities and her interactions to ensure that all children make the best possible progress.

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

- The curriculum is expertly designed and embedded to support children's communication and speech, preparing them for future learning. The childminder skilfully uses real-life experiences, such as cooking and gardening, to offer excellent teaching opportunities. For example, every Friday, children learn about sequencing, weight, calculation and the effects of heat as they make fresh bread. Children remain highly motivated during activities.
- Children make excellent progress in all areas and excel in their listening and attention skills. The childminder uses rhythm and song exceptionally well. For example, particular songs signify the start of an experience, such as bread making and stories. Children enter into a state of calmness as the childminder sings in a mellow voice to them, and they show excellent levels of engagement.
- Excellent relationships with parents help them to understand some of the philosophy behind the childminder's practice so that it can be reinforced at home. Parents report that they understand the value of using their everyday

experiences to help to teach children. They are impressed by the highly individualised learning and comprehensive progress reports they receive, which guide them on how they can support their children's learning at home.

- Children's emotional well-being is given the utmost priority. For example, each child receives a home visit from the childminder before they start. The purpose of the visit is to meet the child in their safe space with their parents. This supports the childminder to build a rapport with the child and helps children to settle more quickly. She has a comprehensive understanding of children's home lives, cultures and their prior experiences and skills. She uses this information to create unique experiences for each child, such as creating stories to help them deal with loss and change.
- The childminder has a deep knowledge of how to build children's physical skills through joyful experiences. For example, children chop vegetables, thread and use pegs, and the childminder encourages them to spin, swing, tumble, balance, climb and roll down hills. These experiences help children to gain excellent coordination and muscle control ready for school.
- The childminder creates an inclusive environment where parents are happy to share aspects of their culture and lives. She is extremely sensitive to the children's differing needs and values their home languages. She uses excellent strategies to support children who speak English as an additional language (EAL). She uses various resources to help children learn about diversity, supporting them to focus on their similarities rather than their differences.
- The childminder is experienced and has a comprehensive knowledge of how to support children with special educational needs and/or disabilities. She is passionate about removing any barriers to learning and ensures that activities are made incredibly irresistible to help each child engage and make progress.
- The childminder is fully dedicated and strives to enhance her practice by increasing her knowledge with further training. She has completed a mentoring course and supports other childminders to improve their practice. For example, she leads on how to best support children who speak EAL and how to develop a stance of reflective practice.

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. Home visits are conducted and used to identify any early help for families. Children's safety is given high priority at all times. The childminder is highly skilled in providing a safe environment, which is exciting and offers controlled risks. She is vigilant about children's safety and considers their maturity and capabilities before they take part in risky play. She works collaboratively with external professionals to support children's welfare and education. She regularly shares any safeguarding links she receives by email with parents, which helps to keep children safe at home. Household members are vetted and suitable.

Setting details

Unique reference number	EY466577
Local authority	Dudley
Inspection number	10289639
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	30 November 2017

Information about this early years setting

The childminder registered in 2013 and lives in Stourbridge, West Midlands. She operates from 7.30am to 5.30pm, Monday to Friday, term time only. The childminder holds an early years qualification at level 4 in the Steiner educational philosophy. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Parm Sansoyer

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 setting.
- The inspector and the childminder completed a learning walk together to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation and held discussions with the childminder.
- The inspector looked at a sample of the childminder's documentation. This includes information about the suitability of household members and her policies and procedures.
- The inspector took into account 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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