

# Childminder report

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Inspection date: 2 October 2019

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<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

The childminder provides an exceedingly warm, welcoming and homely environment where children settle quickly and feel secure. Children establish excellent relationships with the childminder. They are confident and independent learners and display high levels of emotional well-being during play.

The childminder is an extremely positive role model and has high expectations for children's behaviour. She implements highly effective behaviour management strategies, which support children to have an excellent understanding of right from wrong from an early age. Children are kind and extremely polite. For example, toddlers comfort babies when they become unsettled by handing them a selection of toys. Children thrive on the praise received from the childminder and respond with comments such as 'You're welcome'. Children play independently together, sharing toys and resources exceptionally well, avoiding dispute and conflict.

The childminder plans a rich and varied selection of well-organised activities across the curriculum, which deeply engage and focus children for extremely long periods. Consequently, children make exceptional progress from their starting points. Children are curious and highly motivated to learn. For instance, they ask questions such as 'What does fascinating mean?' or 'What is that?' when referring to letters and numbers on the back of a piece of sandpaper.

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

- Partnerships with parents are very strong and highly effective. Parents are very complimentary about the setting and the childminder. They make comments such as 'really impressed with the progress made', 'safe environment' and 'communication is perfect'. The childminder shares children's learning through daily journals, photographs and observations, and she values parental contributions towards children's learning.
- The childminder is highly reflective on her practice. She regularly evaluates her setting to make rapid changes and drive improvement, to ensure she is maintaining the highest standards for all children.
- Children make exceptional progress with their speech and language. The childminder provides a language-rich environment, with numerous opportunities for children to build on their wide vocabulary, especially through stories and rhymes. Older children use and understand complex words such as 'amazing' and 'occupied' during play.
- Children develop a can-do approach and show exceptionally high levels of independence. Babies feed themselves extremely well and toddlers and older children independently manage their own personal needs, especially in relation to health and self-care. All children confidently learn key skills, so they are

extremely well prepared for their next stage in learning, and school.

- The childminder places a strong emphasis on mathematics, and consequently children make superb progress in this area. For example, when playing board games, older children can quickly identify and recognise how many spots are on a dice and excitedly shout "Yes, I have two, I have three". They count extremely confidently in sequence from one to 10, and begin to recognise that smaller numbers make up larger ones.
- The childminder provides a wide range of opportunities for children to meet new people and talk about similarities and differences in the world. Children frequently visit the local church, library and parks, and deliver parish magazines to their local community.
- The childminder's excellent teaching highly motivates children to remain involved, focused and engaged in all activities. The childminder skilfully supports children to develop their thinking skills. For example, when exploring the texture of wood, she questions children about where wood comes from, encouraging them to think for themselves. She refers to the outdoors and questions, 'What is outside and blows in the wind?' Children enthusiastically answer 'Trees'.
- Children behave exceptionally well. They are aware of the behavioural expectations in the setting, which the childminder reinforces positively verbally and through the use of sticker charts and reflection time.
- The childminder gets to know children and their families very well from the start. She has implemented a careful settling-in process where she learns about children's routines, background information, interests and their likes and dislikes before the parents leave children in her care. The childminder uses this information highly effectively to plan for and enhance children's learning experiences, so they make exceptional progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very broad knowledge of child protection issues, including wider safeguarding concerns. She can identify the signs and symptoms which may indicate that a child is at risk of harm and knows who to contact if she has concerns about a child's safety and welfare. She is fully aware of her role and responsibilities around safeguarding, and frequently attends training to update her knowledge to keep children safe and protected from harm. The childminder talks to older children about online safety and safe use of the internet, to help them develop an excellent understanding about staying safe.

## Setting details

<b>Unique reference number</b>	100668
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10124236
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	29 April 2015

## Information about this early years setting

The childminder registered in 1998. She lives in the village of Kings Stanley, in Gloucestershire. The childminder works on a Monday from 3pm to 5pm, and Wednesday, Thursday and Friday from 8am to 5pm, term time only. The childminder is in receipt of funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Becky Mulcahy

### Inspection activities

- The inspector viewed the areas of the childminder's home used by the children inside and outside.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- Children's learning and developmental records were sampled, and the inspector tracked the progress of two children.
- The inspector sampled written feedback from parents, and spoke to parents present at the time of the inspection.
- The inspector completed a joint observation with the childminder to observe the quality of teaching.
- The inspector reviewed a range of documentation, including policies and procedures, certificates and the suitability checks of the childminder and those who live in the household.

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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