

Childminder report

Inspection date: 9 October 2019

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is outstanding

The childminder creates an extremely stimulating environment that allows children to flourish. The inspiring space includes resources that are organised at child level to support children to make choices in their play. For example, children can access real fruit to spark their imagination in role play. Children receive extremely supportive and welcoming settling sessions before they start, which means they settle very quickly in the childminder's care. Parents describe the childminder as 'warm, supportive and kind'. They comment on the significant progress their children have made since starting with the childminder, particularly their children's increased confidence and social skills.

Children have exceptional opportunities to extend their learning and knowledge. For instance, they benefit from a wide range of exciting experiences, such as trips on the bus to extend their interest in transport. The experienced childminder teaches children about the world they live in. For example, they regularly visit the local arboretum to explore the changes in nature over the seasons.

The childminder is an excellent role model for children. She uses highly effective strategies to give children a very clear understanding of boundaries. Therefore, children's behaviour is exemplary and they demonstrate a strong sense of belonging. For instance, children confidently use the environment to soothe themselves when they become tired. The childminder gives children praise for their achievements, thus supporting their confidence and self-esteem.

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

- The childminder uses natural resources exceptionally well to inspire children to develop their own ideas and creativity. For example, children enjoy mixing their own magical potions using a range of resources. The childminder skilfully extends their learning further by introducing new tools into their play. For instance, children use the mortar and pestle to grind down blackberries for their potions. Children show delight as they experiment with tools to create different effects, enhancing their imagination further. The childminder superbly supports children's small-muscle skills by encouraging them to learn to cut using scissors. For example, children show high levels of concentration as they cut lavender for their potions.
- Children are deeply motivated to learn about capacity as they fill up various containers of water. The childminder very skilfully introduces new vocabulary to support their mathematical knowledge further. For example, she encourages children to investigate how much water will fill each container. The childminder effectively adapts her teaching to meet the needs of the younger children. For example, she helpfully supports them to count each teddy bear in the tent.

- The childminder has significantly high expectations for her own professional development. Her committed approach to continually developing her practice highlights her passion for providing children with excellent care and education. For example, the childminder accesses ongoing training to extend her forest school knowledge and gain the curiosity approach accreditation to enhance her provision further. She speaks with great enthusiasm and confidence about her ethos and vision for her provision and the way in which she teaches the curriculum to children. The childminder involves children and parents to continually reflect on the service she provides, to ensure children's care and learning are continuously strong.
- The childminder communicates with parents exceptionally well, ensuring they are highly involved in their child's learning. She communicates electronically to share pictures of their child's day. The childminder gathers detailed information from parents when their child first starts. This supports her to tailor the activities very well to meet each child's individual needs. The childminder has very high expectations of what children can achieve. She completes accurate observations and assessments to ensure children are making excellent progress in their learning. The childminder uses highly effective monitoring to minimise any gaps in children's development, to enable them to be ready for the next stage in their learning. She works very closely with schools and other settings children attend, to support their excellent progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an exceptional knowledge of child protection policies and procedures, including wider safeguarding concerns, such as radicalisation. She shares her policies and procedures with parents to ensure children's safety and welfare are a constant high priority. The childminder is very clear about her responsibilities should she have a concern about a child in her care. The childminder attends safeguarding training regularly to ensure her knowledge remains up to date.

Setting details

Unique reference number	EY482912
Local authority	Somerset
Inspection number	10076331
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	13
Date of previous inspection	24 February 2016

Information about this early years setting

The childminder registered in 2014 and lives in Wells, Somerset. She operates Monday to Friday from 8.30am to 5pm, all year round. The childminder receives funding to provide free early years education for children aged two, three and four years. She holds a childcare qualification equivalent to a level 3.

Information about this inspection

Inspector

Terri Breakwell

Inspection activities

- Verbal and written views from parents were gathered and the inspector took account of these.
- A learning walk was carried out with the childminder. During this, the childminder discussed how the environment impacts on the children's learning and development.
- Children's developmental records were observed. The inspector tracked children's progress and discussed children's individual targets with the childminder.
- The impact of the childminder's teaching and interactions on children's learning was observed throughout the inspection.
- A joint evaluation of an activity was completed by the inspector and 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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