

# Childminder report

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Inspection date:

4 November 2019

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<b>Overall effectiveness</b>	<b>Outstanding</b>
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 and her assistants provide an exceedingly warm, friendly and homely environment. Children have developed superb bonds with the childminder and her assistants, and they settle quickly. They are extremely confident and motivated to learn. Children retain a wealth of information and the impact of the excellent teaching from the childminder and her assistants is evident. For example, when recalling an activity, children confidently tell the childminder that giraffes' horns are called ossicones.

The childminder and her assistants are excellent role models and have extremely high expectations of children's behaviour. They use highly effective strategies and discuss children's behaviour with them in a gentle manner so that children understand right from wrong. Children are polite and kind to others. For example, older children offer reassurance to others and invite them into their play. Children have extremely high levels of self-esteem and confidence, developed through excellent praise from the childminder and her assistants. For instance, children beam as they are praised for their spectacular work. Children show exceptionally high levels of independence. Babies feed themselves and older children confidently peel fruit at lunchtime. All children confidently learn key skills, so they are extremely well prepared for the next stage in their learning, and for school.

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

- The childminder and her assistants support children exceptionally well to learn about the world around them and important dates that are celebrated every year. For example, children learn about Remembrance Day and know that red poppies remember soldiers that fought in the war and purple poppies remember animals that served their country. They are thoroughly engaged as they explore a range of activities to support their understanding of Remembrance Day. Younger children explore poppy petals and are fascinated as they watch them fall. Older children create their own poppy pictures and look at clothing that soldiers wore during the war. All children are given poppy seeds to take home to plant with their parents.
- The childminder and her assistants work as a highly effective team. The childminder offers her assistants regular coaching and the team works together to support and enhance each other's outstanding practice. They are all keen to update their skills and knowledge. For example, recent training has supported the whole team to ensure children who have difficulty hearing are exceptionally well supported. They now think carefully about where children are positioned during activities and place a high emphasis on supporting children's communication and language skills.
- The childminder and her assistants are exceptionally reflective on their practice

and are always striving to provide the highest quality care and education. For instance, they have recently been focusing on making changes to be more environmentally friendly. They now use reusable wipes and gloves that decompose in the compost bin. Children have been involved with the whole process and have investigated the effects of plastic going into the sea. They learned about this through a hands-on activity where they filled a tank with water and added plastic and rubbish to see the effect it had.

- The childminder supports older children outstandingly well with their literacy and mathematical development. For instance, children have focused time every day where they take part in fun activities to promote these skills. When out on a walk, children spontaneously count mole hills. They are making rapid progress in these areas. Children recognise numerals and are starting to write numbers from one to 10.
- Partnerships with parents are excellent. Parents speak extremely highly of the care and education their children receive. The childminder and her assistants work collaboratively with parents to ensure children are supported incredibly well. They share a wealth of resources and ideas to further continue learning at home. Parents are invited to training within the setting to support them to develop key skills. For example, they have signed up to complete a paediatric first-aid course at the childminder's home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have an excellent knowledge of child protection issues, including wider safeguarding concerns. They can identify possible signs of abuse and know who to contact if they have concerns about a child's safety and welfare. The childminder and her assistants make children's safety the highest priority. They support children exceptionally well to develop an excellent understanding of how to keep themselves safe. For example, children are extremely confident to cross the road safely and understand the importance of holding a safety line when on outings.

## Setting details

<b>Unique reference number</b>	161797
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10125488
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	22
<b>Date of previous inspection</b>	1 September 2015

## Information about this early years setting

The childminder registered in 1999 and lives in Sutton Benger, Wiltshire. She operates Monday to Thursday from 8am to 5.30pm, all year round, except for six weeks' holiday throughout the year. The childminder works with two assistants every day. She is in receipt of funding to provide free early education for children aged two, three and four years. The childminder holds a relevant early years qualification at level 3.

## Information about this inspection

**Inspector**  
Kelly Sunderland

### Inspection activities

- The inspector observed children engaged in activities and their interactions with the childminder and her assistants.
- The inspector viewed the areas of the childminder's home, indoors and outside, used by the children.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- Parents provided written feedback and the inspector read and took account of this.
- The inspector sampled a range of relevant documentation, including training certificates, policies and children's learning records.

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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