

Childminder report

Inspection date:

12 November 2019

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 thrive and develop extremely high levels of confidence and self-esteem in the care of the nurturing and caring childminder and her assistant. Children are excited to learn and exceedingly well motivated, making choices about their play from an extremely well-organised and child-centred environment. The childminder uses her training and research extremely well to carefully consider the resources on offer. For example, she has raised the play house to encourage children to climb and assess risk for themselves. A bell placed at the top of the ladder sparks children's imagination and enquiring minds as they ring it and call 'all aboard the train for the Bristol service'.

The childminder and her assistant have very high expectations for all children. They collaborate extremely effectively with other professionals, particularly to support those children with special educational needs and/or disabilities (SEND). There is highly effective target setting, which considers children's learning styles and next steps, to enable children to achieve the best possible outcomes. For example, the childminder and her assistant use strategies, such as Picture Exchange Communication System and Makaton, highly successfully to encourage children's communication and language development and social skills.

The familiar routines and pattern of the day help young children develop a very good understanding of behavioural expectations. Their behaviour is impeccable. Children receive continuous praise for their efforts and feel safe and confident to explore their own ideas. Children play cooperatively in the sand, sharing and taking turns to use different tools. They include all of their friends in their investigations and show appreciation for their ideas, such as discovering the different marks that leaves can make.

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

- There is an excellent balance of focused activities and child-initiated play, with an exceptionally well-planned curriculum to help children be well prepared for school. The childminder's inspirational assistant's skilful, animated approach to teaching captures the full attention of children, who are eager to participate in highly interactive group activities. Children enthusiastically guess what could be in the bucket and show delight at each item they see. Each item, such as a flashing light ball, sparks children's attention, and particularly engages those children with SEND. The assistant successfully builds on children's previous experiences to consolidate their learning, such as encouraging elaborate language to describe how a 'slinky' moves and supporting sustained concentration for younger children.
- The childminder and her assistant support children wholeheartedly to develop

their communication and language skills. They consistently provide younger children with opportunities to engage in conversations and offer their views. The childminder and her assistant constantly ask children questions, listening for their answers, and repeat language to help build their vocabulary highly successfully. When the assistant introduces 'Pudsey Bear' to younger children, they keenly talk about their teddies at home and how they comfort them at bed time with great confidence as they successfully make connections between experiences and lead the conversation.

- The passionate and extremely dedicated childminder provides excellent tailored care and support for all children in a fully inclusive, warm and welcoming home. She works extremely closely with parents to ensure she understands and consistently meets children's individual needs. She gathers comprehensive information from parents as children start and keeps parents fully informed of their children's development using electronic exchanges.
- The childminder and her assistant use every opportunity to reflect on their practice to maintain extremely high standards of care, learning and development. They are ambitious and highly focused in ensuring an exceptional learning environment, first-class interactions and outstanding quality in their teaching. They regularly extend resources to support children's ongoing interests, such as developing interactive book bags around favourite stories to build on children's love of books.
- The childminder and assistant provide children with many opportunities to make decisions, such as negotiating with each other to decide on which story to read. They encourage younger children to think about what may happen in the story and provide constant opportunities for them to interact and be fully involved. Children eagerly repeat familiar phrases from the story, such as 'sausages, bacon and pork pie, my my', building their literacy skills highly successfully.
- Children show great enthusiasm in new resources. They watch carefully as the assistant shows them how to use the balloon pump and listen exceedingly well to the instructions. They confidently take it in turns to have a go. Children persevere well and help each other to complete the task, offering ideas and solutions, such as one to hold the balloon in place and one to pump. They use language very well to describe how they need to pump 'faster' to make the balloon 'bigger'.
- The childminder and her assistant use all opportunities to encourage children to learn from each other. For instance, they give children the self-assurance to confidently sing on their own, encouraging them to gain greater confidence in social situations.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant implement highly effective policies and procedures to keep children safe. There are robust arrangements to ensure known and authorised adults collect children. They have exceptional knowledge of their roles and responsibilities to report any concerns they have about a child's welfare

to appropriate agencies. The childminder and her assistant use thorough risk assessments highly effectively to ensure the premises are safe and secure. They consistently teach children from an early age to manage risk and take responsibility for themselves and others.

Setting details

Unique reference number	EY306532
Local authority	North Somerset
Inspection number	10125582
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	12
Number of children on roll	14
Date of previous inspection	10 March 2015

Information about this early years setting

The childminder registered in 2005. She lives in Weston-super-Mare, North Somerset. The childminder's husband works as her assistant. The childminding service operates daily throughout the year. The childminder holds an early years qualification at level 3 and her assistant holds an early years qualification at level 6. She receives funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector
Rachael Williams

Inspection activities

- The inspector observed the childminder's and her assistant's interactions with children as they played inside and outside.
- A joint observation was conducted with the childminder and the quality of teaching and professional development was discussed.
- The written views of parents were considered.
- A sample of documentation was observed.
- The inspector held conversations with the childminder, assistant and children at convenient times during the inspection.

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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