

# Childminder report

---

Inspection date: 10 December 2019

<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 create an exceptionally nurturing environment where every child is valued, welcome and safe. Babies are extremely happy and content and form secure attachments to the adults, who are highly responsive to their physical and emotional needs. Young children are extremely confident in their interactions with the childminder and her assistants, and enjoy cuddles with all of them.

Children's behaviour is superb and they develop outstanding social skills. They share resources very well and they are consistently kind and friendly. The childminder provides excellent support for children's personal development. She teaches young children how to soothe themselves if they are frustrated and she helps children to be sensitive to each other's needs. Children understand the impact of their behaviour. They explain to the childminder how others might feel if they did not have a turn with favourite toys.

Children enjoy a balance of high-quality planned learning experiences and plenty of time to make independent choices from the wealth of resources. The childminder's inspirational teaching supports all children to make the best possible progress. This includes children who speak English as an additional language and those with special educational needs and/or disabilities. Children thoroughly enjoy taking part in small-group speech and language sessions. They wait in rapt anticipation for the adult to demonstrate fascinating toys. All children follow the rule of the session, using their words to direct the play instead of their hands.

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

- The childminder and her assistants continually monitor what children know and can do. They use this excellent working knowledge extremely well during weekly planning sessions to adapt activities to challenge children and meet their individual developmental needs. For example, babies enjoy the sensory experience of exploring cinnamon-scented gingerbread, while older children used scissors and other tools to practise their physical skills. The childminder is highly responsive to children's interests. For instance, when bees fascinated children, she planned a variety of interesting experiences based around bees to extend their learning across all areas.
- The childminder and her assistants provide exciting opportunities for children to develop their excellent mathematical skills. Children were drawn to a table full of attractive Christmas-themed resources. Younger children sorted and counted the gold and silver bells. Adults asked thought-provoking questions, such as, 'I wonder how many counters will fit into my hand?' Children estimated quantities and compared how many they could hold.

- Partnerships between the childminder, parents and other professionals involved in children's learning and care are exceptionally effective. The childminder collaborates with parents in planning children's next steps. Children benefit from high levels of continuity in their learning and care. Parents are overwhelmingly thankful for the support the childminder gives to their families.
- The childminder provides excellent support for children with special educational needs and/or disabilities. She uses additional funding to great effect. For instance, she has secured weekly visits from a speech and language therapist to provide expertise and bespoke plans to develop children's communication skills. Her exemplary efforts in supporting children's language development have attracted praise from local and national organisations.
- Children are highly resourceful and motivated learners who play cooperatively together. For example, they worked harmoniously together to remove a toy that was stuck in a long cardboard tube. Children took turns using increasingly longer implements to try to dislodge it. Their perseverance was rewarded when they eventually taped two rulers together and successfully removed it. Children develop resilience and strong thinking skills and they are extremely well prepared for the next stage of their education.
- The childminder skilfully teaches children what makes them unique and to respect and celebrate diversity. For example, children identify the similarities and differences between their homes and customs and those of others. The childminder teaches children about the spirit of giving at Christmas. Children pack items to take to the food bank, to help people who have less.
- The childminder and her assistants reflect on their provision extremely thoroughly and undertake high-quality professional development opportunities to help them to maintain the highest standards. Since the last inspection, a full-time assistant has gained her early years teacher qualification, which has supported her in developing her teaching skills and in reflecting on her practice.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are of paramount importance to the childminder and her assistants. The childminder creates a strong safeguarding culture where adults are highly vigilant to child protection concerns. The childminder and her assistants attend regular training to keep their knowledge of safeguarding issues and reporting procedures up to date. They fully understand when they would need to follow the whistle-blowing procedures. The childminder monitors children's attendance carefully and swiftly follows up any absences to help promote children's welfare.

## Setting details

<b>Unique reference number</b>	962968
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10125499
<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 7
<b>Total number of places</b>	18
<b>Number of children on roll</b>	22
<b>Date of previous inspection</b>	1 March 2016

## Information about this early years setting

The childminder registered in 2001 and lives in Wraxall, Bristol. She works alongside her husband, who is a registered childminder. She also works with three assistants who work on separate days. The childminder operates from 7am and 6pm Tuesday to Friday, for most weeks of the year. She receives funding to provide early years education to three-year-old children. The childminder holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Sarah Peacock

### Inspection activities

- The inspector and the childminder observed an activity together and discussed the impact of her assistant's teaching on children's development.
- Parental views were taken into account through written testimonials and feedback forms.
- The inspector discussed with the childminder how she organises the curriculum and monitors the quality of her assistants' teaching.
- Discussions were held with the childminder, her assistants and children at appropriate times throughout the inspection.
- The inspector observed the childminder and her assistants interacting with children and assessed the impact on children's development.
- Documentation was sampled, including suitability checks 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019