

# Childminder report

---

Inspection date: 29 January 2020

<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

Children flourish within this inclusive setting and demonstrate that they feel safe. They benefit from the childminder's rich and extremely well-thought-out curriculum. She works tirelessly to ensure children have the very best unique experiences to explore and investigate the highly stimulating environment indoors and outdoors. Children are very excited to build on what they know and can do already. They have an exceptionally positive attitude to learning and demonstrate very high levels of concentration.

Children develop excellent social skills. They treat others with deep respect and form very strong friendship groups. Children happily celebrate each other's achievements. For example, when a younger child starts to count, the childminder and all other children give them high praise and encouragement. Children show outstanding levels of self-esteem and confidence.

The childminder has exceptionally high expectations of children's learning. She meticulously incorporates what children need to learn next in planned activities and when children choose their own play. For example, children have remarkable opportunities to learn about other cultures and traditions from around the world. Children explore different objects that can be found in China, such as chopsticks and quickly learn how to use them to eat their fruit and snack.

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

- The childminder is highly motivated and passionate about providing high-quality childcare. She works exceptionally hard to ensure this is provided. The childminder reflects on her practice and continually identifies ways to improve her practice even further. For example, she intends to enhance her interactions with other early years settings, to further develop the already excellent partnership working.
- The childminder works tirelessly to ensure that children receive the best start in education. She broadens the experiences children have at home. For example, she regularly takes children on outings to places such as local woodlands and dance classes. The childminder understands how these enriching opportunities contribute to deepening children's experiences of the local community.
- The highly dedicated and qualified childminder uses her expert knowledge of childcare to meticulously plan activities that help children make rapid progress. She proficiently builds on children's interests and what they need to learn next through thorough observations and precise assessments. This helps her to consistently provide the highest levels of challenge to children's learning.
- Partnership working with parents is excellent. Parents are extremely engaged and very complimentary about the childminder's practice. They say that she

provides a service that is 'second to none'. The childminder supplies parents with a wealth of information regarding their children's learning and shares very exciting activity ideas for them to try at home. For example, she sends home bags with activities and equipment to support children's next steps in learning. The childminder offers books to parents to borrow so they can read with their children.

- The childminder places the utmost priority on developing children's sense of responsibility. For example, she asks older children to fasten buttons on their coats and to help set the table for mealtimes. Furthermore, children eagerly help to tidy away toys.
- Children's communication and language development is promoted exceptionally well. The childminder consistently introduces new words to extend children's vocabulary. For example, she encourages younger children to learn the names of favourite dinosaurs, such as 'stegosaurus'.
- The childminder has a superb system in place to support her professional development. She sources information from regular training courses. This helps her to keep up to date and maintain exceptionally high levels of learning experiences for children. For instance, she has adapted her environment to meet the needs of all children and how they like to learn.
- The childminder uses excellent techniques to encourage children to develop their mathematical skills. For example, when young children start to count, the childminder says the next number. Children then continue saying what number comes next and count to 10. This challenges younger children to extend their understanding of numbers and counting.
- The childminder is an excellent role model. She helps children to learn about the importance of what is right from wrong. She values children as individuals and celebrates the unique contribution each child brings to the setting. Children demonstrate their awareness of rules and boundaries. For example, older children kindly give toys to younger ones and say 'there you go'. Children behave exceptionally well.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully alert to possible signs of abuse and neglect. She knows how to identify, and report, concerns about children's safety and welfare. Children's safety is of the utmost importance to the childminder. She carries out frequent checks of the environment to make sure that it is safe for children to play. The childminder gathers information from parents about who can collect their children. She can see visitors on a monitor when they arrive at her home. She asks for passwords and photographs of people who she does not know. This contributes to children's safety.

## Setting details

<b>Unique reference number</b>	EY464069
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10114466
<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>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	13 November 2014

## Information about this early years setting

The childminder registered in 2013 and lives in Worksop. She operates all year round from 8am until 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

### Inspection activities

- The inspector toured areas of the premises that children use.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children throughout the inspection.
- The inspector took account of the views of parents through discussions and reading the written feedback provided.

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 2020