

Childminder report

Inspection date: 24 January 2020

Overall effectiveness	Outstanding
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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 flourish in the care of this childminder and are at the heart of everything she does. Each child is recognised as a unique individual. Children develop very strong emotional attachments with the childminder and show that they feel extremely safe and secure. They are happy, settled and have remarkably positive attitudes to their learning. Their behaviour is impeccable. For example, children are extremely eager and excited to join in with activities. They play harmoniously together and show genuine affection towards each other.

The childminder has the highest expectations for children and believes there are no limits to what children can achieve. She provides the children with activities that inspire them. This is evident as children play with play dough and make blueberry cupcakes. They are excited and enthused as they rub two colours of play dough together. They use their fingers and show utter awe and wonderment as they create purple play dough. They roll the dough into tiny balls. They count and compare the sizes of the balls and place them carefully on their cupcakes. They talk intensely about their experiences of cooking at home. Children use different materials, such as spaghetti, cereal and bottle tops, to further decorate their creations. This helps them to develop their creativity and imagination as they play.

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

- The childminder provides an exciting curriculum, which promotes children's learning. She assesses what children know and can do. She follows children's initiative and provides adult-led activities to challenge and extend their development. Children, for example, choose to build towers out of bricks. They squeal with delight as the tower falls down. The childminder uses this opportunity to extend children's play and incorporate early mathematics into their learning. Children excitedly talk about the towers getting taller. They count the bricks, compare sizes, and measure the towers. They build the tower, saying, 'It's going to be as tall as me.'
- The childminder gets to know children extremely well from the start. She learns about children's routines, interests and their experiences. The childminder uses this information highly effectively to plan for and enhance children's experiences and their future learning. For example, she takes children to visit different places in the community, such as the shops and on trips to the train station and the aquarium. She then builds on these experiences and takes children to the library to find books about trains and fish.
- Children learn about the people beyond their immediate families. The childminder has excellent ways for helping this. She takes them into the community and to different groups to help them socialise with other children. They have also sponsored a child from a different country and learned about

how they live. Additionally, they get involved in charitable initiatives to help people in need. This helps children learn about compassion for others.

- Children are highly confident communicators. The childminder provides children with excellent opportunities to develop their speech and language skills. She introduces new words, such as 'squeeze' and 'squidgy' to babies. She maintains eye contact and repeats words. She includes engaging music, singing and story sessions. Children use puppets and enthusiastically listen. They listen to the sounds that musical instruments make as they excitedly shake rattles and bang drums, loudly and softly to help encourage listening skills.
- Children develop their independence and follow their own ideas. The childminder teaches children to follow excellent personal hygiene routines. Children cover their mouths when coughing, to stop the spread of germs, without being asked. Children have good manners and say 'please' and 'thank you' without needing to be prompted. For example, children politely say 'thank you' when being given their dinner and 'yes please' when offered garlic bread.
- Partnerships with parents are exceptional. Parents are kept very well informed of their children's progress and are widely supported in ways to continue learning at home, for example through daily discussions, newsletters, noticeboards and use of text messaging and digital programmes.
- The childminder carries out highly effective self-evaluation. She is passionate and committed to maintaining her outstanding practice. Since her last inspection, she has researched the benefits that children gain from outdoor play. From this, she has made extensive changes to the outside environment. For example, she has added places to grow fruit. She has built a 'bug hotel' and a mud kitchen to develop children's curiosity and investigation skills. She has created a wildflower area and introduced frogs into the garden to help children learn about nature.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a detailed knowledge of child protection matters and the signs that could indicate that a child is at risk of harm. She understands the local reporting procedures if she has a concern about a child in her care. She knows what to do if there is an allegation made against herself or family members. The childminder understands the importance of assessing risks and removing any hazards when carrying out daily activities or going on outings.

Setting details

Unique reference number	EY360920
Local authority	Derbyshire
Inspection number	10131210
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	28 February 2014

Information about this early years setting

The childminder registered in 2007 and lives in Breaston, Derbyshire. She operates her service all year round from 7am to 6pm on Monday to Friday, except for Tuesdays, bank holidays and family holidays. The childminder is in receipt for funding to provide free early years education for two-, three- and four-year-old children. She holds a foundation degree in early years.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- The inspector carried out a learning walk with the childminder and discussed how the curriculum is delivered. She spoke with the children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder. She discussed children's assessments, their learning and development and the progress they make.
- The inspector took into account the views of parents and carers through written comments they had made.
- The inspector reviewed a range of documentation, including children's attendance records and evidence of suitability records for the childminder. She discussed documentation linked to the childminder's professional development.

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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