

# Childminder report

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Inspection date: 3 February 2020

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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's purposeful focus on nurturing children first and foremost pays dividends for the children in his care. They blossom into extremely confident and independent individuals. Children skilfully help to prepare their own snacks as they butter the toast and chop up the fruit. They persevere if they cannot do something straight away and are proud of their achievements. For example, toddlers try to put on their own coats and older children attempt to tie their own shoe laces. Children have exceptional relationships with the childminder and are keen to share their achievements with him. Children revel in his praise and encouragement and adore giving him a 'high five' in celebration of their success. They are completely at ease in his care. They delight in his wonderful sense of humour.

Children flourish and succeed in the carefully planned, rich and innovative environment. The childminder has high expectations for all children and consistently builds their knowledge, skills and expertise so that all children make rapid progress in their learning. For example, he fully engages children of all ages in the group storytime. Younger children are captivated by his enthusiastic storytelling, toddlers explore the idea of a telescope through practical exploration and older children learn the word 'telescope', its meaning and function.

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

- Children have extensive opportunities to explore the wider world and learn about the lives of others through innovative first-hand experiences. They visit the opticians and learn about how eyes are tested, and how to care for their glasses. They can sing songs in Polish taught to them by the bilingual assistant and they enjoy French classes. They explore cultural celebrations and learn about different traditions through stories and dance.
- Children develop consistently high levels of respect as they follow the childminder's excellent lead of caring for others. Older children actively look out for younger children, they remind them to mind their fingers in the doors and gently guide them back into the playroom when an older child opens the door to go to the bathroom. Older children are alert to the different play needs of younger ones. They indulge them in mimicking their vocalisations, mirroring their physical movements and initiating chase and tickle games, much to the delight of the younger children.
- The childminder provides a language-rich environment, where children continually build and extend their vocabulary through stories, songs and rhymes. Consequently, all children, including those who speak several languages, are confident communicators. He fosters a passion for books, and babies upwards know how to use them confidently, turning pages and pointing to pictures. Children have impressive literacy knowledge, with toddlers able to recognise their own names and older children able to identify initial letters and the sounds

they make. Children are extremely well prepared for their next steps in learning and eventual move to school.

- The childminder has rigorous processes in place to consistently review practice with a clear and ambitious aim for creating highly focused outstanding provision. He and his co-childminder continually observe one another's interactions with the children and discuss what they can do differently or better. He undertakes appraisals for assistants that are equally focused on the quality of teaching, and identifies actions and training to drive improvement.
- Exceptional partnerships are in place to work in complete alignment with families to provide individual support for all children. Parents highly value the professional, one-to-one support they and their children receive. Parents explain that they feel very well informed of their children's development. They note that children make huge strides in their development because of the childminder's dedication and wide range of experiences he offers.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder prioritises children's safety and well-being at all times. He has an excellent understanding of his duties to safeguard children in all areas of his work. He has rigorous procedures to follow if children do not attend the setting when they are expected. The childminder has extensive knowledge of wider safeguarding issues. He is skilled at helping colleagues to consider the practical implications of how these may impact on children's lives. For example, he has an excellent understanding of how domestic violence impacts on children's behaviour, confidence and emotional development. He is secure and confident in his knowledge of the correct actions to take should he be concerned about children's welfare.

## Setting details

<b>Unique reference number</b>	EY412635
<b>Local authority</b>	Devon
<b>Inspection number</b>	10125708
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	7 December 2015

## Information about this early years setting

The childminder registered in 2010. He lives in Cullompton, Devon. The childminder holds a qualification in child care at level 3. He cares for children Mondays to Fridays, all year round. The childminder works with his wife, who is also a registered childminder, and at times, he also works with an assistant.

## Information about this inspection

### Inspector

Jo Beighton

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder discussed how he assesses provision and children's progress with the inspector.
- The inspector sampled relevant documentation, including evidence of suitability and training.
- The inspector spoke to parents and also took account of their views from written feedback.

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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