

Childminder report

Inspection date:

6 February 2020

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 flourish and excel in this truly inspiring childminding setting. The levels of independence shown by all children are astonishing. From a very early age, children show the very highest levels of confidence and self-assurance. They capably carry out a number of tasks that are far beyond expectations for their ages and show exceptional understanding. For example, toddler children respond to three-part instructions from the childminder. They go to find their bags, unpack their change mat and lay down ready for their nappy to be changed. Children determinedly and eagerly participate in all activities and parts of the routine and become entirely absorbed in their learning. The highly stimulating learning environment further ignites children's curiosity and offers a wealth of opportunity, particularly for children's explorations, critical thinking and active learning skills.

Children are cared for in an incredibly loving, nurturing and safe environment. The childminder and her assistants place the highest priority on promoting children's physical and emotional well-being and fostering close bonds. They are highly attentive to children's needs. They listen very carefully to what children have to say and offer children extremely warm and sincere interactions, using soft and calm voices. Children are tremendously happy and secure and relish their time spent in this wonderful setting.

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

- The childminder has an expert understanding of how children learn. She shows clear intent in all her activities and interactions, precisely linked to the skills children need to learn next. The childminder understands the importance of laying firm foundations for learning outcomes and how to nurture children's development through securing and embedding skills and building on children's cumulative knowledge.
- The learning environment is outstanding. Innovative, inspiring and highly engaging resources capture children's interests and provide wonderful opportunities for learning. Children become absorbed in exploring the trinkets, pots, wooden shapes and tubing, following their own ideas and using wonderful imagination and creativity. These also give children wonderful opportunities to practise their physical skills and small-muscle movements, in excellent support of their early writing skills.
- The childminder is passionate and committed to her role in providing children with the best possible start to their early education. She completes an immense array of training and research to inform her practice and planning. For example, the childminder's significant research and knowledge of early science, technology, engineering and mathematical concepts, has led to excellent enhancements to children's early skills across these areas. The childminder has

observed substantial impact on children's ability to think, create and play independently and more purposefully.

- The childminder offers excellent support for her assistants, and, together, they make an exceptional team. The childminder provides ongoing feedback on teaching and practice and ensures regular training opportunities to maintain the highest levels of teaching. Together, they reflect on all areas of practice and discuss ways they can continually improve.
- The childminder values parents as their children's first and most important educators. There is an excellent two-way flow of communication and information. This creates a collaborative approach to meeting children's needs and supporting learning. Parents give exceedingly positive feedback on the childminder, her assistants and the outstanding value they place on their contribution to their children's learning.
- Children have unique and inspiring opportunities to learn about families and communities beyond their own experiences. The childminder has made links with a school in Kenya that the setting now sponsors. Children were able to make contact via video calling and engage with children from an entirely different part of the world. This gives children an extraordinary insight into difference and diversity, promoting a culture of knowledge, understanding and respect.
- Babies receive an abundance of love and attention. The childminder and assistants burst into applause and show genuine delight in the new achievements they make. For example, they cheer as babies independently roll over for the first time. They go on to discuss the environmental factors enabling these milestones to take place, showing excellent reflective practice.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of keeping children safe. All adults working with children are alert to signs of abuse and are extremely well versed in procedures to follow in responding to, and reporting, concerns. Assistants are confident in the action to take if they have concerns about the childminder or any other adult on the premises. The childminder and assistants maintain their skills and knowledge through ongoing training and research. Tools, such as small laminated information booklets, offer a quick reference for child protection information, further promoting children's safety. The childminder follows robust recruitment procedures to help ensure all adults working with the children are suitable.

Setting details

Unique reference number	EY388459
Local authority	Cumbria
Inspection number	10109787
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	10
Number of children on roll	19
Date of previous inspection	13 August 2013

Information about this early years setting

The childminder registered in 2009 and lives in Grange-over-Sands, Cumbria. She operates all year round from 8am to 5.45pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. The childminder employs four assistants.

Information about this inspection

Inspector

Katie Sparrow

Inspection activities

- The inspector held discussions about the early years provision and plans in place to meet children's needs.
- The inspector spoke with the childminder, assistants and children at appropriate times during the inspection.
- Parents' views were taken into consideration through written feedback provided.
- Discussions following a joint observation were held, and the inspector took account of the childminder's evaluations.
- The inspector looked at relevant documentation and evidence of the suitability of persons living and working on the premises.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2020