

Childminder report

Inspection date: 3 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	Good

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy, confident and secure with this nurturing childminder in a highly motivating environment. The childminder works extremely closely with parents and other early years settings attended by children to ensure she has excellent knowledge of their individual needs. Children thrive. The childminder monitors their learning and development with great vigilance. This helps her to identify the different ways children learn and any gaps in their learning highly successfully. Children reach their full potential as the childminder skilfully provides additional support and reassurance. Children show great enthusiasm in their learning and are very well prepared for their eventual move to school. They become totally immersed in their play and challenge themselves to do more. For example, when children have rehearsed pushing golf tees into the polystyrene, they extend the activity independently and attempt to use a hammer to manipulate the tees, with great success.

Children play wonderfully, taking it in turns to build patterns on the peg boards. They are triumphant in their achievements and show great pride. Children have very good understanding of the childminder's expectations that they put resources away when they have finished before getting a new activity out. They are actively encouraged to have a go independently before the childminder offers help. When children do things for themselves, such as rolling the mat up and putting it away in its box, they celebrate their achievements together, saying, 'It's a bit heavy but I did it'. Children develop great independence. They peel mandarins for their snack, pour their own drinks and clean up any spillages.

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

- The childminder provides a stimulating range of activities that challenge and extend children's learning across all areas of the curriculum. Children of differing ages and abilities confidently make choices about their play. They choose evermore challenging activities with authority, expressing their intentions with great clarity and demonstrating extremely high levels of perseverance. For example, children plan the best way to reach a higher shelf when putting an activity away, assessing risk extremely well. They develop excellent independent problem-solving abilities in preparation for their future learning.
- Children have superb opportunities to develop mathematical skills, such as early calculation. The childminder is excellent at using daily routines to encourage their thinking. For example, when children are organising the table for snack, she encourages them to identify how many children are present, how many additional chairs they need so they each have a seat, and how many more they need when two more children arrive. Children solve these problems with great competence.

- The childminder uses every opportunity to widen children's vocabulary and reinforce their understanding. Children are very keen to recall new words, such as 'nocturnal' and 'diurnal', making connections with previous experiences as they reflect on their learning. The childminder fosters a love of books. Children confidently choose favourite books to read by themselves or to share with the childminder. The childminder is excellent at giving children time to reflect on what they see and to ask questions. Children communicate their observations with immense self-assurance, explaining how the octopus has eight legs like a spider.
- Children form exceedingly strong bonds with the caring childminder, who supports their emotional well-being extremely effectively. Children have an excellent understanding of the daily routines that help them to feel secure. For example, when they arrive, children know they should, without fuss or adult intervention, take their shoes off, hang their coat up and find their name card to register their attendance.
- Children's behaviour is exemplary. They show excellent manners. For example, they place their hand on the childminder's shoulder when she is talking to let her know they are waiting patiently to speak with her. The childminder continuously praises children so that they have very high levels of self-esteem. She supports children extremely well to label their emotions and uses resources, such as a 'worry bag', to full effect to provide emotional support.
- The childminder makes excellent use of the local environment, outings and visitors to the setting to extend children's experiences. For example, a local children's author visited the children to talk about healthy eating, digestion and the effects it has on the body. Children relish the opportunity to visit the local residential home to sing songs and engage in creative activities, building a strong understanding of people and communities.
- The childminder establishes an excellent two-way flow of information with parents. She is extremely proactive at gaining essential information about children's developmental starting points from parents and using this information successfully to plan initial activities that support children's interests wholeheartedly. The childminder keeps parents exceedingly well informed about their children's progress each day and at regular parent consultations. She actively engages parents in their children's learning, providing ideas to support children's learning at home, for example continuing a bird watch theme.

Safeguarding

The arrangements for safeguarding are effective.

Children's welfare is of utmost importance to the dedicated childminder. She is vigilant and proactive in discussing any concerns she may have about a child and fully understands the procedure to follow should she feel a child is at risk of harm. She keeps herself, and her assistant, fully up to date with legislation and wider safeguarding issues, such as child sexual exploitation and domestic violence. The childminder has robust arrangements to ensure her assistant is suitable for their role and remains so. The childminder provides a safe and secure environment for

children to explore and uses her robust risk assessments to ensure children remain safe when on outings. She demonstrates possible hazards, helping children to risk assess these for themselves.

Setting details

Unique reference number	EY489385
Local authority	Somerset
Inspection number	10076481
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 6
Total number of places	6
Number of children on roll	14
Date of previous inspection	16 June 2016

Information about this early years setting

The childminder registered in 2015 and lives in Bridgwater, Somerset. She operates Monday to Thursday from 7am to 5.30pm, all year round. The childminder receives funding for the provision of free early education for children aged three and four years. She is qualified at level 4 as a Montessori teacher. The childminder works with a co-childminder and an assistant.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- The inspector had a tour of the premises with the childminder and discussed the organisation of the environment and the curriculum.
- The inspector observed children playing inside and the childminder's interactions with them.
- The inspector considered the written views of parents.
- The inspector sampled documentation, including the assistant's suitability 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.

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