

# Childminder report

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Inspection date: 6 February 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 are confident and extremely motivated to learn. The childminder promotes their emotional development successfully and has an exceptionally caring approach to meeting their individual care needs. Children's behaviour is superb and they show high levels of care towards others. For example, they help each other to complete tasks and chat together during their play. This helps them to learn from each other and benefit from sharing ideas. The childminder is an excellent role model. She models polite and calm behaviour and offers the children choices in everything that they do. This helps them to become skilled thinkers and proficient decision makers. Children flourish when given many age-appropriate responsibilities that develop their independence skills. They tidy away resources enthusiastically and persevere with self-care tasks, such as putting their shoes on independently or using real knives competently and safely to cut up bananas.

The childminder plans a rich and varied selection of well-organised activities across the curriculum which deeply engage and focus children for extremely long periods. Consequently, children make exceptional progress from their starting points. Children are curious and highly motivated to learn. For instance, they ask questions such as 'what is a cocoon?' when reading books together, or 'what is a razor shell?' when recalling a recent trip to the beach.

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

- The childminder places a strong emphasis on mathematics and, consequently, children make superb progress in this area. For example, when playing games, children can identify and match quantities, numbers and shapes quickly. The childminder checks that learning is embedded by observing how children use new skills gained when engaging in a range of different activities.
- The childminder's excellent teaching highly motivates children to remain involved, focused and engaged in all activities. She provides a language-rich environment, with numerous opportunities for children to build on their wide vocabulary, especially through stories and rhymes. Books are displayed attractively for children to select freely. Children become absorbed in looking at favourite books and talking about the stories. There is a very strong focus on developing children's communication and language skills. Children take part in regular singing sessions. They wait patiently and enthusiastically for a turn to pick an object out of their 'song basket'.
- The childminder builds highly effective relationships with parents from the start. She uses rigorous assessments and monitors children's learning and development accurately to ensure they flourish. Parents comment positively on the excellent information the childminder shares with them regarding their child's progress and next steps. The childminder supports and promotes parents'

confidence in encouraging their children's learning at home. For instance, she shares activity ideas based on children's next steps for learning, for parents to try at home with their children continuously. Children are exceptionally well prepared for their next stages in their learning.

- The childminder provides a wide range of opportunities for children to meet new people and talk about similarities and differences in the world. Children visit the library and parks frequently, and they make birthday cards for elderly people and spend time with them at a local residential home.
- The childminder provides a stimulating, learning-rich environment, both indoors and outside. Children use the resources easily and show high levels of independence. They learn to take risks as they climb the steps on the large climbing frame. They smile and feel proud as they reach the top without any help.
- The childminder is highly reflective on her practice. She evaluates her setting continuously to make rapid changes and drive improvement, to ensure she is maintaining the highest standards for all children. The childminder evaluates her practice exceptionally well with other childminders. For example, they observe each other routinely and share helpful advice and strategies to enhance her teaching skills.
- The childminder is incredibly keen to ensure that she uses extremely beneficial training and research to build on her already impressive skills and knowledge. For instance, she has enhanced opportunities successfully for children to explore and investigate using natural materials, to further support their creative thinking.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a very broad knowledge of child protection issues, including wider safeguarding concerns. She can identify the signs and symptoms which may indicate that a child is at risk of harm and knows who to contact if she has concerns about a child's safety and welfare. She is fully aware of her role and responsibilities around safeguarding, including thorough risk assessments. She attends training frequently to update her knowledge to keep children safe and protected from harm. The childminder continually reviews her procedures and policies to ensure they support her in keeping children safe.

## Setting details

<b>Unique reference number</b>	EY242749
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10125521
<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>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	23 November 2015

## Information about this early years setting

The childminder registered in 2002 and lives in Oakdale, Dorset. She operates on weekdays from 7.30am to 6pm, all year around. The childminder is accredited to accept early years funding for children aged two, three and four years. She holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Rachel Cornish

### Inspection activities

- The inspector had a tour of the premises with the childminder, discussing the curriculum she provides for the children. The inspector viewed the areas of the childminder's home that children use.
- The childminder interacted and communicated with the children, and this was observed by the inspector.
- A joint observation was completed with the childminder to observe the quality of teaching.
- The inspector reviewed a sample of written documentation, including training certificates and safeguarding policies and procedures.
- The inspector spoke to children and the childminder at convenient times, and viewed feedback from parents.

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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