

Childminder report

Inspection date: 25 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 thrive in the childminder's care. They show great pleasure and high levels of involvement in the enjoyable and challenging activities that the childminder provides. For example, children work together harmoniously as they decide which ingredients to use to make their pancakes, and then record their 'recipe' on notepads. They concentrate for long periods as they mould and shape their 'pancakes' from play dough and use mathematical language to compare shapes and sizes. Children continually build and extend their vocabulary through stories, songs and rhymes. For example, they take part in a 'hidden books' initiative, where they look for books and puppets around the childminder's home. They cuddle up together to listen to a story. The childminder's excellent storytelling captivates their interest and helps them to develop a love of books. The childminder has high expectations for all children and consistently builds their knowledge and skills so that all children make rapid progress in their learning.

Children are exceptionally well cared for and show they feel safe and extremely secure. The childminder has a very good understanding of their individual needs, and consequently, children form excellent relationships with the childminder. Children show high levels of respect for each other and the environment.

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

- The childminder consistently strives to improve her practice to ensure she provides the very best support for all children and their families. For example, since her last inspection, she has completed an early years degree, and uses the knowledge she acquired through this to make improvements in the provision. The childminder identifies training and does research, such as on boys' literacy, to help her to focus on specific areas of learning.
- Children are highly motivated and very eager to join in. They happily share and cooperate very well with each other, showing they have built strong friendships. For example, older children are extremely thoughtful to younger children, recognising when they need help in their play. The childminder uses enjoyable ways to teach children about different feelings and emotions, such as puppets and mirrors. Children learn about being 'happy', 'sad' and 'angry', which helps them to understand how their behaviour can affect others.
- Children have extensive opportunities to explore and experiment through first-hand experiences. They are keen to investigate new materials, such as the feel and texture of pine cones, wood and acorns. For example, children shake the acorn and are fascinated to hear a noise inside, then delight to discover a nut inside as they break it open. Children talk excitedly with the childminder about where acorns come from, and animals that eat nuts. The excellent interactions from the childminder develops children's language and communication skills

successfully.

- Children have excellent opportunities to be outdoors and to be physically active. For instance, they enjoy regular trips to the forest, where they join in minibeast hunts and use their imagination to act out familiar stories. The childminder plans specific activities outdoors to support boys' literacy skills further. For instance, older children use sticks in the sand and can identify initial letters and the sounds they make. Children are extremely well prepared for their future learning and eventual move on to school.
- Children show high levels of confidence and independence. They manage their personal care needs by themselves, remembering the importance to wash their hands afterwards. Children learn how to develop a healthy lifestyle. For example, they take part in activities to grow and plant fruit and vegetables in the childminder's garden. Children enjoy tasting the food they have grown and learn about foods that are healthy to eat.
- The childminder has formed excellent partnerships with parents. She works with parents very effectively to provide a consistent approach to children's care, learning and development. Parents are extremely well informed and involved as they receive suggestions on ways to support their children's learning further at home. For example, children take home books to share with their families, and parents send in photographs of activities children have enjoyed at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder priorities children's safety and well-being. She has a very good understanding of her role and responsibilities to safeguard children in all areas of her work. The childminder attends safeguarding training to keep her knowledge updated and knows of the relevant agencies to contact if she has a concern about a child. The childminder has an excellent understanding of possible indicators that may mean a child is at risk of harm.

Setting details

Unique reference number	EY428766
Local authority	Dorset
Inspection number	10125735
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	20 August 2015

Information about this early years setting

The childminder registered in 2011 and lives in Verwood, Dorset. She operates all year round from 8am to 6pm, on Tuesday, Thursday and Friday, except for family holidays. The childminder provides funded early education for three- and four-year-old children. She holds an early years degree.

Information about this inspection

Inspector

Dinah Round

Inspection activities

- The inspector held a discussion with the childminder to understand how the early years provision and the curriculum are organised.
- The inspector viewed all areas used by the children and observed interactions between the childminder and children.
- The inspector looked at a sample of the childminder's documentation, including policies and procedures and training certificates.
- The inspector talked to the children at appropriate times during the inspection.

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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