

Childminder report

Inspection date: 4 March 2020

Overall effectiveness	Outstanding
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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 have outstanding levels of positive well-being and self-motivation. The childminder establishes extremely secure and trusting relationships with children. She gets to know their individual personalities, routines and interests exceptionally well. Her meticulous attention to detail means that children's care and welfare needs are consistently met. Children thrive in this exceptionally nurturing environment.

The support for children's development is inspirational. The childminder expertly makes the best use of all opportunities to maximise children's learning. She meticulously plans highly innovative and stimulating activities which thoroughly attract all children and successfully support their differing learning needs. For example, babies enjoy filling and emptying diggers and dumper trucks with sand, while older children explore colour blending as they dig and mix together coloured sand. The childminder uses her outside area exceptionally well to help to enrich children's development to the highest levels. For instance, older children demonstrate excellent self-control, balancing and jumping skills when walking across a low-level wall. Younger children learn how to catch balls, climb up steps and manoeuvre their bodies carefully to go down slides.

All children's behaviour is impeccable, and they clearly demonstrate remarkable attitudes towards learning from a very young age. They share and take turns with amazing levels of maturity.

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

- Children are extremely confident to communicate their ideas. They have an extensive range of vocabulary from a very young age. This is demonstrated when young children see resources of interest outside and name them as they point them out to the childminder. She follows children's lead and takes their learning outdoors. Children become even more motivated and excited to explore the extremely attractive experiences the childminder provides outside. They make exceptional progress in their speech development. The childminder encourages children from a very young age to use new words in various contexts. This all helps to secure children's strong foundations for future learning.
- The childminder makes excellent use of children's keen interest in books to study different characters in the stories. This is illustrated when she challenges children to identify signs of how they might feel. The childminder builds on children's already strong knowledge by highlighting more clues that help them to recognise an extensive range of emotions.
- The childminder expertly incorporates mathematical development into children's

play. Even children from a very young age enjoy counting and learning new mathematical language and concepts such as 'empty' and 'full'.

- Children develop an exceptional range of skills which prepare them well for starting school. For example, from the youngest age, children are actively encouraged and supported to manage simple tasks for themselves, such as getting themselves ready for outdoor play. They manage this exceptionally well and show impressive levels of concentration and focus as they persevere to do up the fastenings on shoes and coats independently.
- The childminder is an exceptional role model. She successfully teaches children of all ages to respect the needs of others and to celebrate every family's unique background. She helps children to understand the abilities of different ages and how older children can be kind and helpful towards younger children.
- Partnerships with parents is exceptional. The childminder goes above and beyond to support children and their families. Parents share extremely positive feedback about the childminder. For example, they use words such as 'amazing' and 'fantastic' to describe her level of care, teaching and commitment to keeping their children safe.
- The childminder's expert knowledge of how children learn helps children to make rapid progress towards the best possible outcomes. She has a highly effective professional development plan and extremely high expectations for herself. The childminder continually reflects on her practice, deepens her knowledge of early years and makes consistent improvements. This is demonstrated in her drive and determination to give children the best possible start in life.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that safeguarding and children's welfare are paramount. She carefully considers the planning of activities and learning environments to ensure the safety of all children. The childminder talks to the youngest of children about how to manage risks in a variety of circumstances. She has a secure knowledge and understanding of the safeguarding and local child protection policies. The childminder has an in-depth awareness of the possible indicators that suggest a child's welfare might be at risk and knows exactly what to do to report any concerns.

Setting details

Unique reference number	EY436487
Local authority	Wokingham
Inspection number	10136706
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	4 November 2015

Information about this early years setting

The childminder registered in 2011 and lives in Arborfield, Berkshire. She operates all year round from 7.30am to 6pm, Mondays to Fridays, except for bank holidays and family holidays. The childminder has a childcare qualification at level 3.

Information about this inspection

Inspector

Helen Harnew

Inspection activities

- The inspector and the childminder had discussions to help the inspector understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was completed with the childminder.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children and how she assesses and plans for children's learning.
- The inspector sampled feedback from parents and took their views into consideration.
- The inspector observed the interactions between the children and the childminder and considered the impact on children's learning.

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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