

# Childminder report

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Inspection date: 9 March 2020

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<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**

The childminder is an excellent teacher and is highly skilled. Children recall prior learning experiences extremely well to demonstrate what they have learned and been taught. The curriculum is meticulously planned to build on what children already know and can do, incorporating their interests. Children take a lead in their play and contribute towards their own next steps in learning. Children want to learn and enthusiastically take part in stimulating and challenging activities. They are happy, settled and safe. Children thrive and make very rapid progress. They are fully prepared for their next stage in learning, or school.

The childminder has very high expectations for children's behaviour. She provides children with the language and skills they require so they can express their own feelings and solve their own differences. Children avoid conflict and dispute. They are very polite and play alongside each other extremely well. They demonstrate high levels of respect and excellent turn-taking skills. Children's behaviour is exemplary.

The childminder aims to be more sustainable in her practice and teaches children about the importance of caring for their environment. Children take part in rich, meaningful learning experiences with the childminder in the wider community, such as beach cleans and litter picks. Children begin to develop an understanding of how to be more environmentally aware and comment that they no longer use wipes 'because they are bad for the planet'.

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

- The childminder uses consistent high-quality interactions and skilful questioning techniques to engage children in frequent conversation to support their rapidly growing vocabulary. Children constantly learn new, complex words. For example, when older children feel tired, they inform the childminder that they are 'exhausted'. Children independently access a wide range of books and stories and develop a love for reading. Older children accurately recall and recite stories to their peers using the pictures to help them. They recognise and identify letter sounds and can confidently write their own name. Children make exceptional progress with their communication, language and literacy skills.
- The childminder is passionate about providing high-quality care and learning for all children. She continuously improves her provision and maintains her outstanding practice through a robust self-evaluation process, incorporating the views of those who use her service to drive improvement. She prioritises training to build on her already impressive knowledge and skills. In addition, she shares her expertise with other local childminders, providing them with regular support and mentoring, to ensure that all children achieve the best possible outcomes.

- The childminder skilfully weaves mathematics into everyday activities. Older children can count in sequence from one to 14, recognise their shapes and colours and are beginning to write and form relevant numbers, such as their age. They have a secure understanding of mathematical language and concepts and use this confidently in their play. For example, during a planting activity in the garden, older children lift the bag of soil and comment it is 'heavy'. When potting their plant, they correctly identify basic measurements such as 'half'. They understand and comment that with sun and water, their plants will grow 'big, wide and tall'.
- The childminder nurtures children's personal development to the highest levels. Children lay the table, cut up their own fruit for snack, and put on their own shoes and coats. They learn how to use the washing machine to wash their clothes when they get muddy. Children have a superb awareness of hygiene routines. For example, older children enthusiastically remind visitors that after using the toilet, they must sing the handwashing song while they wash their hands. They understand and say that this 'gets rid of the germs so hands stay clean for a long time'. When wiping their nose, older children know to dispose of their tissue and comment, 'We must catch it, kill it, bin it.' Children are extremely confident and self-assured.
- Partnerships with parents are exceptionally strong. The childminder has established highly effective strategies such as home visits, to get to know the families and children very well from the start. The childminder uses an online platform to share learning with parents, including frequent observations, photographs and precise learning assessments. Parents comment that communication is 'exemplary'. The childminder fully supports parents to continue children's learning at home. She ensures that there is a consistent approach to enable children to reach their full potential.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder identifies that her primary role is to protect the children in her care. She can confidently identify signs and symptoms which may indicate a child is at risk of harm, including wider safeguarding concerns such as the 'Prevent' duty. She knows who to contact should she have any concerns about children's safety and welfare. The childminder regularly attends safeguarding network meetings. She disseminates important training information to other local childminders to build their knowledge and confidence around safeguarding. She carries out frequent safeguarding audits. The premises are kept clean, tidy and secure. Children are kept safe.

## Setting details

<b>Unique reference number</b>	EY300477
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10125573
<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 at time of inspection</b>	1 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	3 March 2016

## Information about this early years setting

The childminder registered in 2004. She lives in Portishead, North Somerset. The childminder operates Monday to Thursday, all year round, from 7.15am until 6pm. She offers before- and after-school care. The childminder holds a level 3 early years qualification.

## Information about this inspection

### Inspector

Becky Mulcahy

### Inspection activities

- The inspector observed the children playing inside and outdoors.
- The inspector viewed areas of the home used for childminding.
- The inspector reviewed a range of documentation, including policies and procedures, training certificates and suitability of the childminder and those that live in the household.
- Children's learning and development records were sampled, and the inspector tracked the progress of individual children at the provision.
- The inspector took account of parents' views through written testimonials.
- The inspector carried out a joint observation to assess the quality of teaching.

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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