

# Childminder report

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Inspection date: 12 March 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Outstanding</b>
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Leadership and management	<b>Outstanding</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children flourish and are extremely well cared for in this nurturing environment. They establish strong relationships with the childminder, who consistently reinforces her belief in their capabilities. Consequently, children are exceptionally confident and independent. They gather food and drinks from the fridge, along with the crockery from the drawers, and set the table for snack time. Children are eager to speak to visitors and enthusiastically recall their enjoyment of a wide range of experiences as they share photographs. Children are happy, relaxed and display high levels of self-assurance.

The childminder creates an ambitious and stimulating curriculum for the children in her care. She skilfully uses an excellent mix of questions, demonstrations and encouragement to support all children to achieve at the highest levels. Children of all ages show high levels of self-control and are not discouraged when they do not succeed on their first attempt. Young children persevere as they work out how to open a packet, firstly trying to tear it, then getting a pair of scissors to try and cut it before eventually indicating they would like some help. Older children demonstrate excellent problem-solving skills as they accurately count seven vehicles then report to the childminder that one must be missing because they started with eight.

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

- The childminder has an expert understanding of how children learn and how to build on their knowledge and experiences. She combines this with her in-depth knowledge of children's individual interests to capitalise on every opportunity to maximise and extend their learning. Consequently, children master skills and make rapid progress in their learning.
- Children are exceptionally well prepared for school. For instance, they find their names as they register themselves and confidently point out the names of their friends on the labelled towels in the bathroom. Children spontaneously recognise and point out the number three on the clock. They skilfully match their vehicles to those in a book, meticulously noting differences, such as 'that one has two rollers and mine only has one at the back'. Children of all ages choose and know how to use books independently. They become engrossed in the pictures and show high levels of concentration.
- The childminder skilfully promotes children's early literacy skills. She cleverly incorporates books into their play with vehicles and masterfully engages children in using pictures to work out the meaning of words they do not understand, such as 'titchy'. Children carefully listen as the childminder encourages them to pick out the words that rhyme. They demonstrate outstanding early reading skills as they recognise and point out letters from their names in books, show

how to create different letter sounds accurately and identify words that begin with the letter 'T'.

- Children show increasing awareness of the needs of others. For example, older children help younger children to manage the step safely in the garden. Children's behaviour is exemplary. They learn about what makes them unique and benefit from a rich set of outings that support them to explore the local area and community.
- Children's communication skills are exemplary. With skilful support from the childminder, younger children join in with chatter and already use single words to ask for favourite items. Older children can name a wide variety of different vehicles and precisely recall what each vehicle can do following a recent visit to a building site. The childminder's desire to challenge and extend children's skills is equally matched by children's enthusiasm for learning. They want to understand everything precisely, and they ask questions to develop their understanding further.
- The childminder's evaluation procedures are securely embedded in practice and focus on continually improving the quality of experiences the children receive. She takes careful account of the opinions of parents and children and has recently started to share external evaluation with another childminder to develop practice further. The childminder has expert knowledge through a wide range of meetings and webinars.
- Highly successful partnership working is in place with parents, schools and other providers to support continuity of children's care and education. Parents are extremely complimentary about the service she offers and the progress children make in her care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder gives excellent consideration is given to all aspects of safety. She has a robust understanding of children's individual healthcare needs and has secure practices in place to ensure that she can fully meet these. High priority is placed on teaching children how to keep themselves safe and to follow rigorous hygiene practices. Children independently wash their hands thoroughly, including using a brush for their nails. They are able to explain that this is to remove the germs that they learned about through recent activities. Children keenly follow the house rules, and older children remind younger children not to climb on the sofa in case they fall. The childminder has a secure knowledge of child protection matters and the correct actions to take in light of concerns.

## Setting details

<b>Unique reference number</b>	EY343488
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10125617
<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>	5
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	13 January 2015

## Information about this early years setting

The childminder registered in 2006 and lives in the village of Bishops Lydeard, Somerset. She operates Monday to Friday from 7.45am to 5.45pm, during term time only. The childminder receives funding to provide early years education for children aged three and four years. She holds a teaching qualification.

## Information about this inspection

### Inspector

Jo Beighton

### Inspection activities

- The children and the childminder showed the inspector around the home and discussed how the space is organised and used.
- The inspector observed the quality of interactions and the impact these have on children's learning.
- The children shared their views and ideas with the inspector throughout the inspection.
- The inspector and the childminder carried out a joint observation on children's learning and discussed how the childminder plans to extend their experiences further.
- The inspector took account of the views of parents and older children through written feedback, and sampled documentation including suitability checks for household members.

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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