

Childminder report

Inspection date: 25 January 2022

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 are extremely confident and have excellent relationships with the childminder and other children. Older children are kind and thoughtful. They help the younger children to feel included and to learn from them. The childminder supports children very successfully with making links across their learning. For example, they notice a butterfly in one story and recall another story about a caterpillar. The childminder explains to children how a rectangle has two long sides and two short sides, which later they recall when talking about their goldfish tank. Children are highly inquisitive and explore the excellent range of resources to find out what they can do. For example, having failed to make a sandcastle with dry sand, they know to add water. The childminder provides excellent support. She encourages children to make predications, use trial and error to test their ideas, and notice cause and effect. Children recall how they have been shown how to transport water from one container to another. They consider how much water to add to have the right consistency and what to do when sand gets stuck. Due to the COVID-19 pandemic, parents no longer enter beyond the porch of the premises. However, they comment on how they have complete confidence in the childminder, who exchanges important information with them to ensure highly consistent care and learning for their children.

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

- Through constant observation and monitoring, the childminder has an exceptional knowledge of the children she cares for. This enables her to accurately identify and plan for what they need to learn next. Using children's interests, she motivates their learning extremely well and very skilfully extends their knowledge and skills. For example, as children excitedly take part in a sticking activity, the childminder supports them to discuss the shapes they are using and to notice the differences in their colour and sizes. She challenges older children further by helping them to recall the meaning of first, second and last, and she introduces vocabulary such as 'sequencing'. They confidently explain how many sides the shapes have and recognise what comes next in a pattern.
- The childminder makes excellent use of books to support children's development in all areas of learning. Children sustain high levels of concentration. They listen and engage appropriately as they get engrossed in discussions and answer questions. The childminder is highly skilled at giving children enough time to consider questions, process their thoughts and respond. Children have an excellent attitude to learning, which prepares them extremely well for school.
- Children's behaviour is exemplary. The childminder is an outstanding role model for children, so they are calm and absorbed in their learning. Parents comment on the childminder helping their children to develop a wonderful sense of compassion and kindness. The childminder enables children to feel secure and

proud of their uniqueness, while valuing the differences and opinions of others. Children gain an extremely positive awareness of people with disabilities and different ways of communicating.

- Children are impressively independent. They spontaneously take themselves to the bathroom before snack time, use the potty or toilet, and thoroughly wash and dry their hands, recognising their own towels. The childminder ensures that children are listening before giving instructions, and she helps them to consider what order they need to do things in to achieve a task. For example, they manage their waterproof trousers and help each other with the fastenings, before putting their boots and coat on. The childminder makes excellent use of daily routines and stories to help children to understand the importance of healthy lifestyles, including caring for their teeth.
- Through highly effective self-evaluation and seeking parents' and children's views, the childminder continues to provide high-quality care and learning. She knows where her strengths are and continues to look for ways to keep improving. The childminder has an excellent attitude to her own professional development. She no longer avoids training she feels she cannot do and implements the can-do attitude and resilience she instils in children. As a result, she has embarked on a counselling and psychology course, which has had a highly beneficial impact on herself and the children. For example, she focuses more on listening to children, using extremely effective resources to help them to evaluate their emotions, consider how they feel and know what they can do if they want to make changes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive awareness of safeguarding children and knows what to do if she has a concern. She is confident in all aspects of child protection and understands the importance of empowering children to say no and seek help. The childminder carries out excellent risk assessments on and off her premises. She provides highly effective supervision, while enabling children to assess risks for themselves to understand about keeping themselves safe while challenging their development. For example, children know to work together to carry heavy items and how to cross roads safely.

Setting details

Unique reference number	EY352955
Local authority	Somerset
Inspection number	10125631
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 November 2015

Information about this early years setting

The childminder registered in 2007 and lives in Taunton, Somerset. She operates all year round from 8am to 5.30pm, Monday to Wednesday. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder led the inspector on a walk around her premises and discussed her intentions for children's learning and the safety of the premises.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's development.
- The childminder and the inspector carried out a joint observation of a planned activity indoors.
- The inspector took account of parents' written feedback left for the inspection and spoke with the children.
- The inspector spoke with the childminder at convenient times throughout the inspection, assessed her safeguarding knowledge and sampled documentation.

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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