

# Childminder report

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Inspection date:

17 May 2022

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## **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 are incredibly happy and settled in the childminder's care. They are highly confident and engage exceedingly well in an exciting and challenging range of activities, indoors and outdoors. Whether they are riding on the tractor in the garden or recalling a visit to an animal park, they play extremely kindly and considerately together. Children have an excellent understanding of how their behaviour can impact on each other's feelings. They respect and appreciate the similarities and differences between themselves and one another extremely well.

Children benefit from an exciting curriculum. The childminder has high expectations of what they can achieve and plans an extensive range of activities based on children's interests and next steps in their development. As a result, children make excellent progress in all areas of learning and have an extremely positive attitude to learning.

The childminder works extremely closely with parents. She has adapted her practice to help keep children and families safe throughout the COVID-19 pandemic. She ensures excellent communication with parents and other settings, so that children receive consistent, and the best possible, support going forward.

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

- The childminder supports children's communication and language skills extremely effectively. She introduces words such as 'gooey' and 'slimy' as they play and explore different textures to extend and build on their vocabulary. Children are extremely expressive and demonstrate their exceptional knowledge, using descriptive words in conversation. For example, children learn about the Queen's Platinum Jubilee. They describe how they 'got out of puff' when they were counting to 70 as they excitedly discussed how long the Queen has been on the throne.
- The childminder is inspirational in the way she plans meticulously to extend children's learning. Children excitedly recall recent learning about frogs and their life cycle. Older children begin to link letters to the sounds they make as they hop plastic frogs from one lily pad with printed letters onto the next, spelling out their name. Younger children identify the different colours of the lily pads as the childminder sings a song about speckled frogs. This means that the childminder has been able to focus her teaching closely on children's individual needs and ensure that all children excel in their communication skills.
- Children develop a love of books and stories. They visit the library with the childminder to choose books of personal interest. Through books, they learn about the heroes that help us or a visit to the dentist. They thoroughly enjoy listening to their favourite stories while holding character dolls that feature in the

book. Children have an extremely wide repertoire of songs, which they sing as they put on a puppet show, demonstrating a broad vocabulary.

- Children follow thorough hygiene routines and learn about the importance of good oral health. They are extremely independent as they cut bananas to eat at snack time, learning how to use knives safely, and skilfully peel satsumas. They initiate conversations and gain an excellent understanding about healthy eating. The childminder provides parents with information about healthy lunch boxes and the importance of teeth cleaning.
- The childminder continually reflects on her practice and monitors the quality of her provision to make ongoing improvements. For example, she provides children with an abundance of opportunities to enjoy and appreciate their environment. Consequently, children are exceptionally knowledgeable and curious about the natural world. They can name a wide range of animals, and identify and name the baby, such as a pig and a piglet.
- Children demonstrate high levels of focus and self-control. They are extremely kind and considerate to one another. Their play is inspirationally harmonious.
- Partnerships with parents are exceptionally strong. The childminder and parents work extremely closely together. The childminder gathers detailed and valuable information from the parents, to ensure that children receive consistency in their care and learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of child protection issues and is extremely clear on her role and responsibilities to keep children safe. She understands the procedures to follow in the event of a concern about a child's welfare and safety. She maintains extremely safe and secure premises for the children, using risk assessments effectively to identify and minimise hazards appropriately. The childminder teaches the children how to keep themselves safe. For example, she applies sun cream and talks to the children about the importance of keeping safe in the sun.

## Setting details

<b>Unique reference number</b>	139386
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10125441
<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>	8
<b>Date of previous inspection</b>	12 November 2014

## Information about this early years setting

The childminder registered in 1995 and lives in Sherborne, Dorset. The childminder is open from Tuesday to Friday term time only. The childminder holds a relevant qualification at level 3.

## Information about this inspection

### Inspector

Michelle Heimsoth

### 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 and the inspector discussed the childminder's curriculum and her intentions for children's learning.
- The inspector and the childminder observed the children's engagement in activities and had a follow-up discussion about children's learning.
- Parents shared their views of the setting by providing feedback.
- The inspector sampled a range of documentation.
- The inspector spoke with the childminder and children at appropriate times throughout 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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