

Childminder report

Inspection date:

24 May 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 flourish in the expert care of this highly qualified and exceptionally caring childminder. Children develop a deep sense of belonging to their childminding 'family' and feel safe and secure. They learn to respect people and families beyond their own. For example, they have built relationships with an elderly neighbour and invite her to visit for play sessions. Children are full of confidence and enthusiasm. They become deeply engrossed as they explore the wide range of vibrant and stimulating resources and activities. For example, toddlers persist with great concentration as they carefully stack coloured blocks in a light box. Older children dig and fill containers with rice until they delightedly find the letters of their name. They keenly do things for themselves and find their own solutions. Children develop rich vocabularies. They speak confidently and with increasing fluency about their many exciting and interesting experiences.

The childminder helps children to understand how their actions can affect others, so they quickly learn to be caring and polite. For example, they enjoy opening toy eggs to find a written act of kindness to perform. They use stories and creative play, so they learn to recognise, name and cope with different emotions. Children behave exceptionally well.

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

- The childminder is an inspirational teacher. She has a thorough understanding of how children develop and learn. She makes the most of every opportunity to provide high-quality learning. For example, she encourages children to think creatively to solve the problem of how to position their chair before climbing up to the table. She continually develops her knowledge, reviews her practice and finds inspiring ways to support children's learning. The childminder has been proactive in making sure that children have not missed out on experiences during periods of restrictions throughout the COVID-19 pandemic. For example, she bought climbing equipment to use at home when the parks were closed.
- The childminder has exceedingly high expectations for what each child can achieve, including those who learn more slowly. She evaluates her activities thoroughly and builds on what children already know so that they develop a firm understanding. When children make slower than expected progress, the childminder works closely with parents and outside professionals to ensure that they receive the support they need to help them to catch up.
- Children have excellent opportunities to learn about the natural world. They feed hedgehogs and check cameras to see if they have visited in the night. They watch eggs hatch and baby birds grow. They record the birds they see in the garden. They look carefully and compare pictures before deciding they have a pigeon, not a dove, on the bird table. Children become caring and

compassionate as they learn to care for the environment and the creatures in it.

- The childminder is highly skilled at helping children to make connections and consolidate what they know. They learn unfamiliar words and deepen their understanding. For example, after reading a book about zoo animals, they hunt for model animals in enticing wooden boxes. They visit a safari park, where they can see just how big an elephant is and how tall a giraffe is. Children enjoy rich experiences that teach them about their own community and the wider world. They excitedly recall the fascinating places they visit. These frequent and imaginatively planned outings add considerably to children's enjoyment, understanding and vocabulary.
- Children develop an impressive understanding of healthy living. They choose varied and nutritious meals and snacks, and they eagerly try to achieve all five points on their 'five-a-day star'. They learn very well the importance of good hygiene. They willingly and very thoroughly wash their hands and know how to 'catch and bin' a sneeze. They play energetically in spaces that challenge and develop their physical skills exceptionally well. Babies and children recognise when they need to sleep or rest. They demonstrate how secure they feel as they settle instantly into safe and comfortable cots or beds.
- The childminder makes excellent use of daily activities to support children's rapidly growing knowledge of mathematical ideas. For example, they learn to measure and record a fast-growing plant and then estimate how tall they think each of their sunflowers will grow.
- The childminder is especially successful in engaging parents and involving them fully in their children's learning. She encourages all parents to support children's learning at home. For example, she gives them storybooks to share at home, which significantly benefits children's learning. Parents express their gratitude for her 'excellent' care of their children.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is at the heart of all the childminder does. The childminder has a thorough understanding of the risks to which children may be exposed. She updates and extends her knowledge of safeguarding, and she knows precisely what to do if she has concerns. The childminder provides exceptional support and stability for children and their families when they face challenging circumstances, and parents express their gratitude for this. She collaborates with other professionals to make sure that children and families get the help they need. The childminder is vigilant in assessing her home and outings, to maintain a safe yet challenging environment. Children learn to recognise and manage risks themselves. They learn to respect each other's personal space and wishes.

Setting details

Unique reference number	160504
Local authority	Wiltshire
Inspection number	10125484
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	1 to 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	10 December 2015

Information about this early years setting

The childminder registered in 1999 and lives in the village of Ludgershall, Wiltshire. She operates all year round from 8am to 5.30pm, Tuesday to Friday. The childminder provides funded early education for two- and three-year-old children. She is a qualified primary school teacher and has early years professional status. Occasionally, the childminder's husband works as an assistant.

Information about this inspection

Inspector

Rachel Edwards

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 her evaluation of the setting.
- The childminder showed the inspector around her premises and explained to the inspector her curriculum and what she wants the children to learn.
- Children played with and talked to the inspector throughout the inspection.
- The inspector observed the quality of care and education and assessed the impact on children's well-being and learning.
- Parents shared their written views of the childminder with the inspector.
- The inspector observed a planned activity and discussed this with the childminder.
- The inspector looked at relevant documentation, including evidence of the suitability of adults living and working on the premises.

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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