

Childminder report

Inspection date: 24 May 2022

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 extremely emotionally secure. They develop excellent relationships with the childminder and each other. Older children settle immediately. They know where to place their belongings and very confidently select the resources and activities that inspire them to learn. Children new to the setting soon become inquisitive and are eager to start exploring the exciting environment. The childminder plans the indoor and outdoor environments exceptionally well so that children become highly independent learners. For example, young children select their favourite book and the resources to go with it, which prompts them to recall the story. The childminder skilfully extends their knowledge and language skills, for example by helping them to remember going to the woods the day before. They discuss looking for butterflies and what they saw. The childminder listens effectively and recasts children's incorrect pronunciations so that they hear the correct way to say words. She encourages children to describe cause and effect. For example, young children explain how dough is stretching as they pull it. They practise using scissors and discover that a cutter needs to be a certain way up to work best. Children learn that they need more dough for a larger cutter, which then leads to them first retelling the story of a gingerbread man and then making up their own about a dinosaur. All children make rapid progress.

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

- The childminder has an excellent knowledge of the children she cares for and her curriculum intent. She takes time to meet regularly with the children's parents and uses all the information extremely well to plan meticulously for each child's next stages of learning. Parents confirm how rapidly their children are progressing. They comment on the childminder's excellent communication, which helps them to support their children at home. The childminder evaluates the impact her planning has on children's development and recognises even the smallest way that she can improve next time.
- Parents confirm that the highly experienced childminder provides outstanding support for children with special educational needs and/or disabilities and an exceptionally inclusive provision. She works very successfully with parents and outside agencies to ensure that children make the best progress they can. She is proactive in preparing them extremely well for their next stages of learning and school.
- The childminder attends additional training and carries out independent research, to extend and embed her excellent knowledge of how to support children's individual needs. For example, she has attended training in mental health to ensure that she can support children's and parents' anxieties during the COVID-19 pandemic. She shares her knowledge with parents, such as the importance of building children's muscle skills first, in preparation for writing, so

that they can all be consistent in providing outstanding care and learning.

- Children become highly independent in their personal care. For example, older children take themselves to the toilet and know to wash their hands. The childminder sets challenges so that children consider what they need to do to solve a problem, such as placing their boots the wrong way around. Children quickly notice and swap them over to put on the correct foot. The childminder plans exciting activities and uses daily discussions to help children to develop excellent healthy practices. For example, the childminder teaches children about oral hygiene, healthy eating and the importance of exercise.
- The childminder is an excellent role model. She shows respect and kindness to all, so children behave extremely well and understand her high expectations. The childminder uses daily routines to skilfully embed British values, such as sharing, taking turns, valuing each other's differences, and understanding right from wrong. Children are extremely motivated and have very positive attitudes to learning. They are willing to have a go and persevere with new skills, and they take pride in their achievements.
- The childminder provides expert support. She knows exactly when to observe children and when to move their learning on. For example, while playing with dough, she demonstrates how to thread cereal onto dried spaghetti. She gives children plenty of time to practise and provides sensitive encouragement for their physical skills and new vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding of safeguarding, including an excellent awareness of all the wider aspects, such as any concerns in the local community. This enables her to be extremely aware of the signs to be alert to and the action to take if a child is at risk of harm. The childminder reports concerns to the appropriate authorities and ensures that there is a satisfactory outcome to protect children. The childminder takes highly effective action to keep children safe on and off her premises. She involves older children in carrying out risk assessments and understanding how to keep themselves safe.

Setting details

Unique reference number	EY363584
Local authority	Somerset
Inspection number	10125644
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	2 to 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	26 November 2015

Information about this early years setting

The childminder registered in 2015 and lives in Bridgwater, Somerset. She operates all year round from 8am to 5.30pm, Monday to Friday. The childminder holds an appropriate early years qualification at level 3. She provides funded early years education for two-, three- and four-year-old children.

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 and the inspector discussed the childminder's 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 learning.
- The inspector carried out a joint observation with the childminder of a planned activity and held discussions at convenient times.
- Parents shared their views of the setting with the inspector through letters left for the inspection, and the inspector talked to children.
- The childminder provided the inspector with a sample of key documentation on request.

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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