

Childminder report

Inspection date: 27 June 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 thrive in the care of the dedicated and experienced childminder. They develop remarkably close attachments with the childminder and each other. This helps them to feel safe and successfully supports their resilience and emotional well-being. Children are happy, settled and extremely confident. They immerse themselves in many exciting and highly stimulating learning experiences. For example, children concentrate exceptionally well and spend extended periods of time cutting and sticking to make 'beetle traps'. The childminder's interactions with the children are of a very high standard. This enables children to make excellent progress in their communication and language skills. For example, when children find making a mask tricky, the childminder asks questions and models language that supports thinking. Children respond by talking about their ideas and persevere until they have cut out holes in the middle of their mask. Children excel at solving problems while developing their language skills.

The childminder showers children with an abundance of praise and encouragement. This helps to support children's self-esteem. The childminder gives children very clear and consistent boundaries to help them understand her expectations. She is a superb role model and children's behaviour and manners are impeccable. Children are especially polite and say 'please' without prompting.

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

- The childminder plans an ambitious curriculum which is designed to give children a wealth of experiences. She is inspirational in her enthusiasm to seek continuous improvement to her knowledge, skills and practice. The childminder completes a multitude of training opportunities and reads current research articles, using any new knowledge gained to help secure the very best outcomes for children. Children, including those with special educational needs and/or disabilities, make rapid progress in their learning.
- Children benefit from extensive physical play that supports their growing coordination skills. They delight in throwing balls at targets and balancing on scooters. Children thoroughly enjoy being physically active in local fields and woods. They have remarkable opportunities to learn about the natural world as they go on 'scavenger hunts'.
- The childminder forms outstanding partnerships with parents. She gets to know the children and families very well before children start, through offering, for example, home visits. The childminder guides parents very successfully to support children's learning at home. Parents have the highest praise for the care their child receives and state that the childminder is a 'credit to her profession'.
- Children have consistently positive attitudes towards their play and learning. Younger children love to make marks, and older children show exemplary early

writing skills. Children form recognisable letters and draw imaginative pictures as they create 'books'. They eagerly read their 'story' to the childminder. The childminder develops children's love of books further by taking them on trips to the local library.

- The childminder has an excellent understanding of how to support children's emotional security during transition periods, for example when they attend somewhere new such as a school. The childminder invites teachers to visit her setting to help them get to know the children before they start school.
- The childminder cleverly extends children's mathematical skills through her interactions during activities. For example, she challenges children to work out the answers to simple addition using a balance toy. When children start to count spontaneously, the childminder encourages them to count even higher.
- The childminder is nurturing, warm and kind. She ensures that each child feels valued and respected. The childminder gives plenty of cuddles for reassurance when children begin to get tired. This meets children's care needs very effectively.
- Children demonstrate impressive levels of independence. For example, they get their own drink whenever they are thirsty. Children thoroughly enjoy the responsibility of undertaking tasks independently. Younger children use spoons to scoop up raisins onto plates. Older children carefully use knives to cut slices of banana for their friends.
- The childminder develops excellent relationships with other early years settings that children attend. She shares detailed information about children's development and progress. This ensures that all those involved with children provide a consistent approach.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is given extremely high priority by the childminder. The childminder understands what action to take should she be concerned about a child's welfare. She is vigilant and proactive, and knows the possible signs of abuse to look out for. The childminder attends regular safeguarding and child protection training. This ensures that her knowledge of how to keep children safe remains current. The childminder practises an emergency evacuation procedure on a regular basis with the children. Children confidently talk about what to do if the childminder 'blows the whistle'. They know to go outside with the childminder and say 'We call 999.'

Setting details

Unique reference number	139247
Local authority	Dorset
Inspection number	10214403
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	8
Date of previous inspection	12 September 2016

Information about this early years setting

The childminder registered in 1992. She lives in Weymouth, Dorset. The childminder provides care from 8am to 5.30pm from Monday to Thursday, all year round. She holds a qualification at level 3. The childminder receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Petra Morgan

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 her.
- The childminder spoke to the inspector about her curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector took account of the verbal and written views of parents.
- The inspector looked at relevant documentation, including the paediatric first-aid certificate and the suitability of adult 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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